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АНГЛІЙСЬКА МОВА ПОГЛИБЛЕНОГО ВИВЧЕННЯ

Методичні рекомендації

щодо проведення практичних занять і самостійної роботи студентів.

Для студентів 3, 4 та 5 курсу (2, 3 і 4 рік вивчення) безвідривної форми навчання спеціалізацій «Організація пасажирських перевезень на залізничному транспорті та метрополітені» та «Пасажирські перевезення»

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Англійська мова поглибленого вивчення: Методичні рекомендації щодо проведення практичних занять і самостійної роботи студентів. Для студентів 3, 4 та 5 курсу (2, 3 і 4 рік вивчення) безвідривної форми навчання спеціалізацій «Організація пасажирських перевезень на залізничному транспорті та метрополітені» та «Пасажирські перевезення» С. В. Гурінчук.– К.: ДЕТУТ, 2014. – 97с.

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Навчальні матеріали цієї методичної розробки спрямовані на подальшу активізацію професійно-зорієнтованої комунікативної діяльності студентів, на їхню підготовку до ефективної самостійної роботи над лексико-семантичними та граматико-структурними особливостями англомовної науково-технічної літератури і мають на меті сприяти студентам у набутті досвіду адекватного двостороннього перекладу та застосування професійно-орієнтованої англійської мови для своїх академічних, а у подальшому – професійно-прагматичних, цілей.

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З М І С Т

ЗМІСТ.....	3-4
ПЕРЕДМОВА.....	5-6
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО ПРОВЕДЕННЯ ПРАКТИЧНИХ ЗАНЯТЬ	7-8
Семестр 5	
Практичне заняття №1 <i>MODERN REQUIREMENTS TO THE PROFESSIONAL LEVEL OF A TRANSPORTING BRANCH ENGINEER.....</i>	9
Семестр 5	
Практичне заняття № 2 <i>PROFESSIONAL QUALITIES AND SKILLS OF A TRANSPORTING BRANCH ENGINEER.....</i>	10
Семестр 5	
Практичне заняття № 3 <i>PROFESSIONAL TRAINING OF SPECIALISTS FOR TRANSPORTING BRANCH IN UKRAINE.....</i>	12
Семестр 6	
Практичне заняття № 1 <i>TRANSPORT AND A COUNTRY'S ECONOMY.....</i>	14
Семестр 6	
Практичне заняття № 2 <i>RAILWAYS AS A KIND OF LAND TRANSPORT.....</i>	16
Семестр 6	
Практичне заняття № 3 <i>OUTSTANDING PERSONALITIES HAVING INFLUENCED THE RAILWAY DEVELOPMENT.....</i>	18
Семестр 7	
Практичне заняття №1 <i>RAILWAY UNDER COMPETITION BECOMING SHARPER.....</i>	20
Семестр 7	
Практичне заняття №2 <i>PUBLIC TRANSPORTATION.....</i>	22
Семестр 7	
Практичне заняття №3 <i>PASSENGER SERVICE ON RAILWAYS.....</i>	24

Семестр 8	
Практичне заняття №1	
<i>AT-GRADE PUBLIC AND CITY TRACK TRANSPORT</i>	26
Семестр 8	
Практичне заняття № 2	
<i>URBAN RAILWAY SYSTEMS</i>	28
Семестр 8	
Практичне заняття № 3	
<i>HEAVY RAILS. INTERURBAN, REGIONAL AND COMMUTER RAILS</i>	30
Семестр 9	
Практичне заняття № 1	
<i>TYPES OF RAIL TRANSIT SYSTEMS</i>	32
Семестр 9	
Практичне заняття № 2	
<i>UNDERGROUNDRAILWAYS IN THE WORLD</i>	34
Семестр 9	
Практичне заняття № 3	
<i>UKRAINE'S UNDERGROUNDRAILWAYS</i>	36
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО САМОСТІЙНОГО	38
ОПРАЦЮ-	
ВАННЯ СТУДЕНТАМИ НАВЧАЛЬНОГО МАТЕРІАЛУ	
ЛІТЕРАТУРА, РЕКОМЕНДОВАНА СТУДЕНТАМ ДЛЯ	81
САМОСТІЙНОГО ВИВЧЕННЯ	
	81
СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ	

ПЕРЕДМОВА

Методичні рекомендації розроблено відповідно до Робочої програми з навчальної дисципліни «Англійська мова поглибленого вивчення». Оскільки предметом зазначеної навчальної дисципліни є англійська мова загально-технічної і професійної спрямованості для фахівців у сфері управління процесами пасажирських перевезень на залізничному транспорті та метрополітені, навчальні матеріали мають чітку прагматичну, академічну, професійну і ситуативну зорієнтованість.

При складанні методичних рекомендацій укладач поставив за мету навчання практичному володінню англійською мовою в обсязі, необхідному для ведення бесіди в сферах ситуативного та професійного спілкування з метою одержання інформації, а також повторення і узагальнення основних граматичних тем і лексичних явищ, необхідних майбутнім фахівцям для професійного спілкування англійською мовою. У процесі досягнення цієї мети студенти мають набути достатнього рівня комунікативної компетенції, яку складають мовленнєві вміння, сформовані на основі мовних, комунікативно-пізнавальних, професійно-орієнтованих мовленнєвих навичок (включаючи навички презентації доповідей за фахом), уміння працювати з мультимедійними джерелами інформації, підготовку до подальшої самостійної роботи з мовним матеріалом для забезпечення освітніх запитів і гармонійного поєднання навчального процесу та наукової діяльності.

Укладач методичних рекомендацій виходив з того, що поглиблене вивчення іноземної мови у вищому навчальному закладі передбачає комплексне оволодіння англійською мовою у єдності її фонетичного, граматичного, лексичного, стилістичного аспектів.

Зазначене вимагає як від викладачів, так і від студентів реалізації у навчальному процесі таких завдань:

- забезпечити оволодіння студентами термінами та термінологічними сполученнями для здійснення успішної професійно-прагматичної комунікації;
- сформувати у студентів уміння адекватної передачі думки автора під час перекладу за допомогою розвитку навичок двомовного перекладу (з англійської мови на українську та навпаки);
- сприяти подальшому розвитку у студентів продуктивних мовленнєвих навичок, а також розвитку навичок читання (ознайомчого, переглядового, аналітичного тощо) і академічного письма;
- розширити, систематизувати й узагальнити знання студентів із лексики залізничної галузі (зокрема, термінології, яка використовується стосовно загальних і вузько-специфічних аспектів організації пасажирських перевезень залізничним транспортом і на метрополітенівських транспортних системах);
- ознайомити студентів зі специфікою лексико-семантичних, граматико-структурних і лінгво-стилістичних засобів науково-технічного мовного стилю.

Згідно з навчальним планом опанування дисципліною «Англійська мова поглибленого вивчення» відбувається на другому, третьому, четвертому,

та п'ятому роках фахової підготовки студентів, що передбачає подальше ознайомлення студентів і засвоєння ними загальних питань теорії перекладу та лексико-семантичних особливостей англомовної науково-технічної літератури.

У даних методичних рекомендаціях подано навчальні матеріали, необхідні для проведення практичних занять і для самостійної роботи студентів 3, 4, і 5 курсів безвідривної форми навчання спеціалізації «Організація пасажирських перевезень на залізничному транспорті та метрополітені» «Пасажирські перевезення» щодо опрацювання п'ятнадцяти навчальних тем згідно з Робочою програмою з навчальної дисципліни «Англійська мова поглибленого вивчення».

Крім того, методична розробка містить потрібну для студента інформацію, а саме: щодо системи оцінювання навчальних досягнень студентів у процесі вивчення навчальної дисципліни «Англійська мова поглибленого вивчення»; щодо критеріїв і шкали оцінювання аудиторної роботи студента, самостійного опрацювання студентом навчального матеріалу; щодо літератури, рекомендованої студентам для самостійного опрацювання, а також списку використаної літератури.

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО ПРОВЕДЕННЯ ПРАКТИЧНИХ ЗАНЯТЬ

Дана навчально-методична розробка охоплює п'ятнадцять навчальних тем (по три навчальні теми у кожному з п'яти семестрів), вивчення яких передбачено програмою у третій, четвертий та п'ятий роки опанування дисципліною «Англійська мова поглибленого вивчення» (V, VI, VII, VIII і IX семестри), а саме:

- *Modern requirements to the professional level of a transporting branch engineer*
- *Professional qualities and skills of a transporting branch engineer*
- *Professional training of specialists for transporting branch in Ukraine*
- *Transport and a country's economy*
- *Railways as a kind of land transport*
- *Out-standing personalities having influenced the railway development*
- *Railway under competition becoming sharper*
- *Public transportation*
- *Passenger service on railways*
- *At-grade public and city track transport*
- *Urban Railway Systems*
- *Heavy rails. Interurban, Regional and Commuter rails*
- *Types of rail transit systems*
- *Underground railways in the world*
- *Ukraine's underground railways*

Ефективна робота над іншомовним матеріалом вимагає системності, тому методичні рекомендації побудовані із максимально доцільним застосуванням принципу аналогічності. Кожна навчальна тема містить навчальний матеріал, спрямований на опрацювання лексико-семантичних особливостей англійської загально-технічної і науково-технічної літератури, активізацію рецептивно-репродуктивних мовленнєвих навичок, розвиток продуктивних мовленнєвих навичок, та завдання, спрямованого на утворення і розвиток у студентів індивідуального досвіду проведення пошукової навчально-дослідницької діяльності.

Навчальний матеріал кожного семестру охоплено трьома темами методичної розробки. На кожному практичному занятті студенти виконують по 8 вправ. Вправи **1, 2** на основі конкретного матеріалу знайомлять студентів із особливостями узусу («полів використання») найбільш поширених у англійській мові базових дієслів, навчають студентів орієнтуватися у синонімічних рядах англійських дієслів і, при перекладі чи за іншої потреби, самостійно та правильно робити вибір необхідного англійського дієслова, навіть якщо в українській мові ці синоніми не мають чітко виявлених відмінностей. Вправи **3, 4, 5** спрямовані на розширення лексичних знань студентів за рахунок пошуку, добору та вивчення синонімічних пар (іноді ситуативних), утворених як дієсловами, так і іншими частинами мови, а також навчають студентів специфіки вираження антонімічності в англійській мові та розвиває їхній лексичний запас. Вправи **6, 7, 8** активізують продуктивні мовленнєві навички й

уміння студентів пояснювати значення англійських лексем і загально-технічних термінологічних одиниць. Крім того, ці завдання спрямовані на переклад окремих лексичних одиниць і словосполучень з англійської та української мов і готують студентів до сприйняття тематики текстового англійського уривку, дають можливість студентам виявити свої творчі здібності при пошуку та доборі інформації, уміння формулювати та відстоювати свої думки англійською мовою за темою, яка вивчається.

Для того, щоб досягти успіху, студенту-заочнику потрібно з перших днів занять приступити до роботи над мовою, займаючись мовою систематично. Щоб зрозуміти особливості науково-технічної літератури, потрібно оволодіти визначеним запасом слів та висловів. Для цього треба постійно читати англійською мовою навчальні тексти, газети та літературу за фахом. Запропоновані методичні рекомендації мають за мету допомогти студенту-заочнику у його роботі над розвитком практичних навичок адекватного читання та перекладу літератури на англійській мові і над набуттям умінь розуміти загальний зміст тексту з метою вилучення потрібної йому інформації. Матеріали завдань підібрані за принципом професійної спрямованості, що відповідає основним цілям вивчення іноземної мови у вищому немовному навчальному закладі.

Семестр 5
Практичне заняття №1
MODERN REQUIREMENTS TO THE PROFESSIONAL LEVEL OF A
TRANSPORTING BRANCH ENGINEER

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to decide / to determine / to make up one's mind

1. When will they finally ___ our matter? 2. Susan ___ not to give in. 3. It's difficult to ___ between the two. 4. Don't delay. You really must ___. 5. In the end Jessica ___ to put on jeans instead of a skirt. 6. The matter hasn't been ___ yet. 7. She ___ to go, whatever the cost. 8. It's up to you to ___. But make it soon. 9. So far it is not a ___ matter.

2. Replace the underlined word or phrases in sentences with the given words:

conquered, devices, died of hunger, leaving, looked like, used, looking, weakness, last, studied

1. You will find the concluding chapters of the book very interesting
2. Many people in African countries starved because of the drought.
3. Our three-room flat has all modern conveniences.
4. Millions of blue-collar workers are employed in factories in the United States.
5. Great Britain was occupied by the Romans in the first century A. D.
6. Robinson Crusoe stood on the shore staring at the horizon.
7. Our crew explored the island.
8. Our neighbor resembled her mother.
9. Departure of migrating flocks of birds is picturesque.
10. Migrating lemmings cross rivers and lakes and swim until they die of exhaustion

3. Match a question and an answer

- | | |
|--|----------------------|
| 1. How long have you been in Lviv? | a. Two days ago |
| 2. How long have you been waiting for me? | b. In a day |
| 3. When will these books be returned? | c. For 2 weeks. |
| 4. When will you learn the results of the exams? | d. For half an hour. |
| 5. When did you meet her? | e. Yesterday. |
| 6. When did they come to London? | f. Tomorrow. |

4. Matching synonyms

- | | | | | |
|------------|--------------------------|--------------|---------------|----------|
| 1. freight | 2. to put into operation | 3. powerful | 4. to change | 5. hard |
| a. bread | a. to put into service | a. powerless | a. to combine | a. yard |
| b. broad | b. to put on | b. strong | b. to carry | b. firm |
| c. load | c. to put off | c. powder | c. to place | c. heavy |
| d. great | d. to put away | d. energy | d. to replace | d. smart |

5. Matching antonyms

- | | | | | |
|----------|-----------|------------|-----------------|--------------|
| 1. fast | 2. heavy | 3. success | 4. to disappear | 5. safe |
| a. ask | a. navy | a. failure | a. to erect | a. usual |
| b. slow | b. narrow | b. exam | b. to pass | b. curious |
| c. quick | c. light | c. feast | c. to appear | c. furious |
| d. rapid | d. right | d. fantasy | d. to appeal | d. dangerous |

6. Matching words properly

- | | | | | |
|------------------|--------------------|---------------|--------------------|-----------------|
| 1. обчислення | a. calculate | b. calculator | c. calculated | d. calculation |
| 2. важливий | a. important | b. import | c. importance | d. imports |
| 3. подорожувати | a. traveller | b. travelling | c. travel | d. travelled |
| 4. придатний | a. suit | b. suited | c. suitable | d. situated |
| 5. впроваджувати | a.
introduative | b. introduce | c.
introduction | d. inproductive |
| 6. тяглова сила | a. tracks | b. tractor | c. traction | d. attraction |
| 7. розвивати | a. develop | b. developed | c. developing | d. development |
| 8. успіх | a. successful | b. success | c. unsuccessful | d. successfully |
| 9. служити | a. service | b. servant | c. serving | d. serve |
| 10. безпечний | a. safeless | b. save | c. unsafe | d. safe |

7. Matching words to express the idea and writing them properly

- | | |
|--|--------------------|
| 1. to begin to exist | a. p,r,f,l,o,e,w,u |
| 2. moving or able to move quickly | b. s,s,s,c,c,e,u |
| 3. easy to lift or move | c. p,p,r,e,a,a |
| 4. physically strong | d. g,t,h,l,i |
| 5. the achievement of desired aim or social position | e. a,f,s,t |

8. Find definitions to given words.

1. Vehicle. 2. Interchangeability. 3. Engine. 4. Exporter. 5. Body.

A. The main part of the vehicle where the seats are. B. Machine that generates mechanical power. C. Trader who exports goods. D. Any wheeled conveyance for transporting of goods or passengers. E. Ability to be changed.

Практичне заняття № 2

PROFESSIONAL QUALITIES AND SKILLS OF A TRANSPORTING BRANCH ENGINEER

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to offer / to suggest / to ponder / to consider / to think over

1. How much did they ___ you for your car? 2. I ___ that you call Bert right now.
3. Can you ___ anything else? 4. They ___ to give us a lift. 5. Do you ___ informing them about our decision? 6. I have been ___ an interesting job. 7. It was ___ that

Mr. Frost should chair the meeting. 8. ___ carefully before you decide. 9. Robert ___ over Julia's strange words. 10. We shall ___ your suggestion and give you our answer in the morning. 11. You would better ___ my words again. 12. We shall ___ your request.

2. Replace the underlined word or phrases in sentences with the given words:

desire, a lot of kilometres away, places of interest, became a member of, made up my mind, pointed to, part, end of the led, industrious, significance

1. This resolution is of great importance for our future work.
2. I finished school in June and decided to enter the University.
3. When he was in London he saw many sights.
4. He was a hard-working boy and left school with a gold medal.
5. He joined our sport society last year.
6. Peter lives far from his school.
7. His greatest wish was to become a teacher.
8. Show me your left foot.
9. The chemists at last made their contribution in saving the world from catastrophe.
10. His teacher indicated many mistakes in the letter and told him to rewrite it.

3. Match a question and an answer

- | | |
|--|--------------------|
| 1. When did they pull down the old houses in our street? | a. I shall. |
| 2. When did you see Ann? | b. For two years. |
| 3. When did you finish your work? | c. Jack's |
| 4. When were these letters received? | d. Yes, I am. |
| 5. Whose book is this? | e. For 3 months. |
| 6. Will you be able to do it? | f. Last year. |
| 7. For how long have you known this student? | g. No, he didn't. |
| 8. How long hasn't she had a holiday? | h. Three days ago. |
| 9. Are you invited to the meeting of the English Club? | i. Last month. |
| 10. Did he know how to drive a car? | j. Yesterday. |

4. Matching synonyms

- | | | | | |
|----------------|------------|-------------|---------------|--------------|
| 1. important | 2. freight | 3. to call | 4. suitable | 5. thanks to |
| a. great | a. goods | a. to go | a. suitcase | a. to thank |
| b. significant | b. moods | b. to write | b. suitless | b. tank |
| c. known | c. needs | c. to name | c. convenient | c. listen to |
| d. fame | d. knight | d. to mail | d. coming | d. owing to |

5. Matching antonyms

- | | | | | |
|----------------|----------|--------------|--------------|------------|
| 1. dependent | 2. fast | 3. safe | 4. developed | 5. success |
| a. holding | a. slow | a. saving | a. big | a. fame |
| b. independent | b. quick | b. dangerous | b. great | b. poverty |
| c. carried | c. rapid | c. possible | c. small | c. failure |
| d. carrying | d. cold | d. sure | d. backward | d. money |

6. Matching words properly

- | | | | | |
|-----------------|----------------|----------------|-----------------|------------------|
| 1. швидкий | a. fasten | b. fast | c. faster | d. fastly |
| 2. розмістити | a. replace | b. placer | c. take place | d. place |
| 3. прямувати | a. flow | b. followed | c. follow | d. follower |
| 4. засіб | a. means | b. meaning | c. meanwhile | d. mean |
| 5. ефективність | a. efficiency | b. efficiently | c. efficient | d. efficientless |
| 6. керувати | a. operator | b. operation | c. operate | d. operative |
| 7. будувати | a. onstruction | b. constructor | c. constructive | d. construct |
| 8. можливий | a. possibility | b. possible | c. impossible | d. possibilities |
| 9. з'являтися | a. appear | b. appearing | c. appeared | d. disappear |
| 10 виробник | a. producer | b. produce | c. production | d. productive |

7. Matching words to express the idea and writing them properly

- | | |
|--|----------------------|
| 1. to become visible | a. p,r,t,e,e,a,o |
| 2. requiring efforts or skills | b. p,p,r,a,a,e |
| 3. having great influence or authority | c. b,l,s,s,p,o,i,e |
| 4. to do business | d. c,l,t,d,f,f,i,i,u |
| 5. that can exist or happen | e. m,p,n,r,t,t,i,o,a |

8. Fill in the gaps in the sentences

1. Mass production implies 2. The automotive industry has become a ... in the industrialized countries economy. 3. The automobile originated in ... 4. The history of the automotive industry has an exceptional interest because of its effects on the ... 5. though important to the industry are secondary.

A. Commercial vehicles. B. 20th century history. C. Europe. D. Vital element. E. Mass consumption.

Практичне заняття № 3

PROFESSIONAL TRAINING OF SPECIALISTS FOR TRANSPORTING BRANCH IN UKRAINE

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to note / to notice / to pay attention / to end / to finish/ to complete/ to be over

1. Did you ___ how to do it? 2. I'll ___ my work by Monday. 3. Did anyone ___ my absence? 4. The game ___ in a draw. 5. Richard hasn't ___ sweeping the carpet yet. 6. ___ the way the battery is checked. 7. «Mary hasn't come». «Yes, so I have ___ ». 8. ___ more ___ to your pronunciation. 9. He is such a bore. Don't ___ to him. 10. I didn't ___ anyone come in. 11. The boxing match was ___ by a knockout. 12. I'm already ___ with the homework.

2. Fill in the gaps with the suitable derivative of the word given below: discover, invent, direct, own, communicate, safe, curious, terrible, success, transmit

1. His ___ could now be used to protect tall buildings during a storm.
2. This ___ became very popular because it gave off much heat.
3. He persuaded the ___ to try locomotives
4. The ___ of the colliery bought some engines and began to experiment for himself.
5. Morse was the pioneer of the most widely used electrical ___ in the world today.
6. What he needed was a ___ lamp.
7. Franklin's ___ about natural phenomena can be observed from his boyhood.
8. At that time people were ___ afraid of lightning.
9. Edison didn't tell the public about his ___ lamp until four days before Christmas.
11. One day he brought a new ___ to the laboratory.

3. Replace the underlined word or phrases in sentences with the synonyms:

systems, to manufacture, relieve, to vary, man's, can be provided, can be regarded, lathe, requires, perform

1. These machines free man from many complicated mechanical tasks.
2. This man/machine system can carry out a much broader range of functions.
3. This automatic machine can serve as an example of simple automation.
4. The machine can be considered as an extension of the man's body.
5. Man needs robots to carry out a series of similar operations.
6. Power can be supplied from different natural sources.
7. One of the purposes of a man/machine system is to produce useful objects.
8. A robot can be instructed to change its actions.
9. These power sources were not within a person's control.
10. Robots are machines to increase labour productivity.

4. Matching synonyms

- | | | | | |
|----------------|---------------|----------|-------------|-----------------|
| 1. to develop | 2. to operate | 3. fast | 4. works | 5. to introduce |
| a. to do | a. to run | a. east | a. to work | a. to meet |
| b. to work out | b. to ring | b. best | b. to plant | b. to talk |
| c. to depend | c. to ride | c. quick | c. play | c. to tell |
| d. to write | d. to read | d. quiz | d. plant | d. to make |

5. Matching antonyms

- | | | | | |
|---------------------|----------|---------------|-----------------|----------------|
| 1. to be a success | 2. heavy | 3. possible | 4. to appear | 5. thanks to |
| a. to be successful | a. light | a. able | a. to come | a. spirit |
| b. to fail in | b. right | b. capable | b. to go | b. in spite of |
| c. to use | c. night | c. impossible | c. to fly | c. friendly |
| d. to make | d. might | d. unable | d. to disappear | d. down |

6. Matching words properly

1. обчислювати	a. calculate	b. calculator	b. calculator	c. calculated
2. винахід	a. invent	b. invention	b. invention	c. inventor
3. придатний	a. suit	b. suited	b. suited	c. suitable
4. завод	a. works	b. work	b. work	c. worked
5. успішно	a. success	b. successful	b. successful	c. unsuccessful
6. відносний	a. relative	b. relatively	b. relatively	c. relativity
7. відрізнятися	a. difference	b. different	b. different	c. differ
8. швидше	a. fasten	b. fast	b. fast	c. faster
9. ефективний	a. efficiency	b. efficiently	b. efficiently	c. efficientless
10. будівельник	a. construction	b. constructor	b. constructor	c. constructive

7. Matching words to express the idea and writing them properly

1. having a great effect	a. p,t,t,r,m,n,a,o,i
2. protected from danger and harm	b. c,h,n,g,e,a
3. to use another thing instead of the present one	c. f,s,e,a
4. moving or able to move quickly	d. w,r,p,f,l,e,u,o
5. of great value, concern	e. s,t,f,a

8. Name the occupations of the persons.

1. The person who produces goods is 2. The person who exports goods is 3. The person who buys or uses things is 4. The person who handles several different makes is 5. The person who sells cars is

Семестр 6

Практичне заняття № 1

TRANSPORT AND A COUNTRY'S ECONOMY

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to cure / to treat / to heal / to look for / to seek / to search / to disprove / to refute / to kill / to murder

1. I wonder where my new tie has disappeared. I've ___ for it everywhere. 2. The boys ___ the whole neighbourhood for the lost puppy. 3. No offence, but you are ___ for a needle in a haystack. 4. Harry ___ his pockets for the key. 5. I don't ___ anybody's sympathy. 6. I think you are ___ for trouble. 7. We must gather more facts to ___ their theory. 8. Anybody can ___ this laughable statement. 9. I knew he was wrong but I couldn't ___ him. 10. We won't be able to ___ their major argument without indisputable proofs. 11. Are you sure that a surgery will ___ her? 12. His wound is ___ nicely. 13. Tom is being ___ with quite a new drug. 14. I think your dog is simply too old; it can't be ___. 15. Do you like the doctor who is ___ you? 16. It's only a scratch. It will ___ by tomorrow. 17. His wife was ___ in a road accident.

18. The old pirate ___ his companion not to share the gold. 19. Many people think that we mustn't ___ animals for food. 20. A small mistake ___ the whole project.

2. Match the explanation of the word's meaning and the word:

light, possible, to serve, important, place, to suit, to follow, success, to appear, safe, powerful, to operate

Having a great effect; providing security or protection; to work or perform duties; to be convenient or acceptable; that can exist or happen; to become visible; to come or take place after sb/sth else in space, time; easy to lift or move; the achievement of desired aim; of great value, concern; to be attractive or acceptable; physically strong; a particular area or position; to make a machine work; having great influence or authority

3. The words in italics have some differences in meaning and using. Analyze them and decide which one should be used in the sentences below:

1. His sister Mabel he remembered (*dim / dimly*).
2. He shouted (*loud / loudly*) but no one came.
3. The painter breathed (*hard / hardly*).
4. "How are you getting on?" – "Very (*good / well*), thank you."
5. He kept (*close / closely*) to the road.
6. The sportsman dived (*deep / deeply*) and emerged at the other end of the pool.
7. They always appreciate him (*high / highly*).
8. We were (*hard / hardly*) tired during the walk.
9. It was (*close / closely*) in the room.
10. I found him (*deep / deeply*) engrossed in reading manuscript.

4. Matching synonyms

- | | | | | |
|---------------|----------------|------------|-----------------|--------------|
| 1. to operate | 2. to work | 3. works | 4. to construct | 5. developed |
| a. to direct | a. to play | a. mark | a. to build | a. easy |
| b. to play | b. to function | b. shark | b. to plant | b. difficult |
| c. to pay | c. to do | c. factory | c. to project | c. envelope |
| d. to call | d. to make | d. repair | d. to destroy | d. advanced |

5. Matching antonyms

- | | | | | |
|----------------|--------------|----------|-----------|--------------|
| 1. despite of | 2. failure | 3. light | 4. slow | 5. dangerous |
| a. in spite of | a. success | a. dark | a. duster | a. sure |
| b. owing to | b. access | b. mark | b. follow | b. small |
| c. wide | c. developed | c. safe | c. narrow | c. safe |
| d. slow | d. possible | d. easy | d. fast | d. appear |

6. Matching words properly

1. обчислення	a. calculate	b. calculator	c. calculated	d. calculation
2. важливий	a. important	b. import	c. importance	d. imports
3. подорожувати	a. traveller	b. travelling	c. travel	d. travelled
4. придатний	a. suit	b. suited	c. suitable	d. situated
5. впроваджувати	a. introductive	b. introduce	c. introduction	d. unproductive
6. тяглова сила	a. tracks	b. tractor	c. traction	d. attraction
7. швидкий	a. fasten	b. fast	c. faster	d. fastly
8. розмістити	a. replace	b. placer	c. take place	d. place
9. прямувати	a. flow	b. followed	c. follow	d. follower
10. простий	a. simplify	b. simple	c. simpler	d. simplicity

7. Matching words to express the idea and writing them properly

1. to be attractive, convenient or acceptable	a. l,l,o,o,f,w
2. providing security or protection	b. c,c,n,n,r,t,t,s,o,o,i,u
3. that can be done	c. a,b,e,i,l,s,t,u
4. to come or take place after sb/sth else in space or time	d. s,f,a,e
5. the action of constructing something	e. b,l,p,s,s,e,i,o

8. Fill in the gaps in the sentences.

1. The modern ... is a complex system. 2. Some automobiles consist of thousand of ... parts. 3. Automobile component parts have evolved from ... in existing technology. 4. Passenger cars have emerged as a primary means of ... transportation. 5. Research and development engineers and ... have been employed by car producers and suppliers.

A. Automobile. B. Component. C. Breakthroughs. D. Family. E. Scientists.

Практичне заняття № 2

RAILWAYS AS A KIND OF LAND TRANSPORT

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to mend / to repair / to go / to walk / to step / to come

1. I've ___ the door and it shuts properly now. 2. You'd better ___ the roof before it rains. 3. You must ___ your ways if you want to stay in this job. 4. You have made this mistake. It's up to you to ___. 5. Please have this typewriter ___. 6. It's never late to ___. 7. Will you stay or ___? 8. Jim likes ___. 9. When Steve ___ home, we'll ___ shopping. 10. Where are you ___? 11. She ___ to the window and looked out. 12. I missed the last train, so I had to ___ it. 13. We ___ ten miles in an hour. 14. Have you ___ to any agreement with them? 15. Where does this road ___? 16. The mistake ___ out of your carelessness. 17. He ___ out into the road. 18. Should I ___ in the morning or later? 19. The water ___ up to my neck. 20. The book won't ___ into my pocket.

2. Match the explanation of the word's meaning and the word:

construction, fast, to change, difficult, to introduce, to suit, powerful, safe, to change, light, to operate, important, to serve, to appear, place

To use another thing instead of the present one; moving or able to move quickly; protected from danger and harm; to become different; having great influence or authority; to make a machine work; the action of constructing something; to be attractive or acceptable; to begin to exist; to work for sb; to bring sth into use or operation for the first time; the natural force that makes things visible; physically strong; requiring efforts or skills; particular area or position

3. The words in italics have some differences in meaning and using. Analyze them and decide which one should be used in the sentences below:

1. We were (*warm / warmly*) welcomed at the meeting.
2. The Pamir is (*right / rightly*) called "the world's roof".
3. Am I speaking loud enough or shall I speak (*loud / loudly*)?
4. On Mondays he usually comes (*late / lately*) than on other days of the week.
5. Julia sings (*good / better*) than her sister.
6. The tunnels of the metro are dug (*deep / deeply*) below the surface of the earth.
7. The plane soared high, we could (*hard / hardly*) see it.
8. The wind was blowing so heavily, that I could (*hard / hardly*) stand on my feet.
9. (*Soon / sooner*) after graduating from the University I went to Chernihiv.
10. The only thing that stood out (*clear / clearly*) was his mother's face.

4. Matching synonyms

- | | | | | |
|--------------|----------------|------------|------------|------------------|
| 1. noiseless | 2. decrease | 3. install | 4. whether | 5. cheap |
| a. noisy | a. destroy | a. place | a. as | a. non-expensive |
| b. nostril | b. reduce | b. insect | b. so | b. non-effective |
| c. silent | c. destructive | c. infer | c. through | c. chilly |
| d. silk | d. deduce | d. plane | d. if | d. safe |

5. Matching antonyms

- | | | | | |
|----------------|-------------|-------------|------------|----------------|
| 1. install | 2. reduce | 3. get on | 4. failure | 5. thanks to |
| a. restore | a. increase | a. get up | a. success | a. due to |
| b. reconstruct | b. decrease | b. get away | b. fancy | b. in spite of |
| c. remove | c. cut down | c. get out | c. fate | c. owing to |
| d. initiate | d. contract | d. get off | d. succeed | d. as a result |

6. Matching words properly

- | | | | | |
|--------------|------------|------------|---------------|-------------|
| 1. вигляд | a. look | b. looking | c. view | d. widow |
| 2. подальший | a. further | b. father | c. fatter | d. fur-coat |
| 3. колесо | a. while | b. wheel | c. whale | d. will |
| 4. з тих пір | a. science | b. scene | c. cinema | d. since |
| 5. потік | a. stream | b. steam | c. steak | d. storm |
| 6. полегшити | a. easy | b. easier | c. facilitate | d. eating |

7. мати на меті	a. purpose	b. aim	c. propose	d. aim at
8. точка	a. pointer	b. point	c. pointing	d. pointless
9. зменшити	a. small	b. increase	c. little	d. decrease
10. знайти застосування	a. find application	b. find	c. apply	d. fund

7. Matching words to express the idea and writing them properly

1. to bring sth together or into contact	a. s,o,s,l
2. to make sth increase speed	b. o,e,c,c,n,n,t
3. to occupy all of the space in sth	c. p,p,s,e,e,d,u
4. the state of no longer having sth/sb	d. l,i,f,l
5. to make sth smaller or fewer	e. a,c,d,e,e,e,r,s

8. Translate the following sentences into Ukrainian, paying attention to the translation of passive constructions.

1. Special kinds of equipment for developing African countries have been produced by one of the Ural building plants. 2. He was asked to take part in the expedition last week. 3. The building of the terminal is being reconstructed. 4. The work will be performed in due time. 5. My colleague was glad to have been given such an interesting book to read. 6. The experiment was very important and it was being watched with great attention. 7. The Urals is known as a region of the greatest mineral resources. 8. The growth of heavy industry is always paid great attention to.

Практичне заняття № 3

OUTSTANDING PERSONALITIES HAVING INFLUENCED THE RAILWAY DEVELOPMENT

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to look / to glance / to stare / to receive / to obtain / to get / to expect / to wait for / to look forward to

1. Why are you ___ at me like that? 2. What are you ___ at? 3. You don't know Frank. He gets wild if another guy just ___ at Ann. 4. Nick doesn't realize that it may be dangerous. He ___ upon it as an interesting game. 5. We have ___ some interesting news. 6. How did you manage to ___ tickets? 7. Why, if it isn't Bob! I never ___ to see you here. 8. I ___ hearing from you. 9. I hope you don't ___ me to do the job instead of you? 10. I ___ to meeting you. 11. Sam looked as if he ___ a shock when Harry walked in. 12. You may not believe, but I didn't ___ any message. 13. Well, this time you are going to ___ it hot. 14. Don't keep him ___. 15. We ___ Ann for half an hour. 16. Are you ___ anybody to dinner? 17. ___ me. I'll be back soon. 18. I never ___ such words of Carol. 19. I suggest that we ___ and see what will come out of their plan. 20. I must fly now. It's about nine o'clock already and Susan hates ___ around.

2. Match the explanation of the word's meaning and the word:

huge, to grade, advantage, ballast, smooth, concrete, running, ties, a switch, to rest, rails, to increase, to standardize, to reduce, worn-out

Moving evenly without sudden starts or stops; the foundation of the railway track; a mechanism which moves the trains from one track to another; to make smth smaller in size, quantity, number, degree, price; the activity of managing or operating smth; wooden or concrete supports for rails; to make smth conform to a fixed shape, quality, type; long steel bars on which the trains run; used so often that it can no longer be used; building material made of cement, sand, stones and water; to make land more nearly level by reducing the slope; very large in size or amount; to lie or be placed on smth for support; to become or make smth greater in number, quantity, size; a circumstance that puts one in a favourable position

3. Choose the correct word and translate the sentences:

1. I asked the librarian to give me the text-book and I promised to bring it (tomorrow; the next day). 2. The boys said that the ice was so bad (today; that day) that they couldn't skate and went home. 3. We asked Nick why he had not come to the Institute (yesterday; the day before). He answered that (last night; the previous night) he had had such a terrible headache that he could not sleep at all. 4. Nick said that he had seen the film a few days (ago; before). But he would go to see it again with us (tomorrow; the next day), if we didn't mind. 5. When we were asked if we should come (here; there) again, we answered that we should certainly come. 6. Peter told us that a new English film was on in our club (today; that day). 7. Nina said that she had spent three hours (yesterday; the day before) looking for an interesting article to speak about in class.

4. Matching synonyms

- | | | | | |
|---------|-------------|------------|-------------|---------------|
| 1. like | 2. friction | 3. expect | 4. connect | 5. speed up |
| a. soon | a. section | a. assume | a. contain | a. shape |
| b. same | b. robbing | b. purpose | b. link | b. accelerate |
| c. as | c. fraction | c. propose | c. contact | c. adopt |
| d. some | d. rubbing | d. expert | d. contract | d. celebrate |

5. Matching antonyms

- | | | | | |
|------------------|-----------|----------|------------|-------------|
| 1. non-effective | 2. fill | 3. rear | 4. loss | 5. decrease |
| a. useless | a. empty | a. rare | a. gain | a. reduce |
| b. careless | b. full | b. face | b. success | b. increase |
| c. little | c. employ | c. front | c. fate | c. include |
| d. effective | d. fulfil | d. faith | d. fame | d. incur |

6. Matching words properly

- | | | | | |
|------------------|----------------|--------------|----------------|---------------|
| 1. рухатися | a. moved | b. move | c. mover | d. moving |
| 2. політ в трубі | a. tube-flight | b. tube-fly | c. fly-in-tube | d. tube-flier |
| 3. дослідження | a. search | b. look into | c. research | d. look up |
| 4. головний | a. basic | b. magic | c. based | d. headline |

5. застосувати	a. apple	b. applied	c. apply	d. applying
6. уважний	a. attention	b. careless	c. care	d. careful
7. дешевий	a. cheaper	b. cheapest	c. shape	d. cheap
8. мати на меті	a. have aimed	b. aim at	c. aim to	d. aimed for
9. оскільки	a. science	b. scene	c. from	d. since
10. навантаження	a. loading	b. loader	c. load	d. loaded

7. Matching words to express the idea and writing them properly

- | | |
|--|----------------------------|
| 1. the process of looking after sb/sth | a. i,i,c,o,t,n,r,f |
| 2. having smooth, even shape | b. e,e,x,c,p,t |
| 3. to think that sth will happen | c. e,c,r,a |
| 4. disagreement or conflict between parties with different views | d. a,e,f,n,s,t,r,r |
| 5. to move sth/sb from one place to another | e. a,e,i,e,l,m,n,d,-,s,r,t |

8. Translate into Ukrainian

the new device to be introduced; the theory to be considered; connecting line; advanced students; tested method; general plan; internal combustion engine; George Washington Bridge, bus terminal station; destroyed bridge; travelling passenger; the bridge to be constructed; a reading student; the instrument to be used; current events; cylinder wall; English Channel coast; supersonic vertical take-off bomber; fourteen bird and animal stories and plays; wooden house advantages; automatic flight control equipment; essential research programme; beginning college student; improved traffic flow; free school bus service; two-page story; two bed hotel room; life-long hobby; class words and expressions ; federal highway office;

Семестр 7

Практичне заняття №1

RAILWAY UNDER COMPETITION BECOMING SHARPER

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to open / to discover / to reveal / to put off / to postpone / to delay / to offend / to hurt / to insult / to stutter / to stammer

1. Fred is not the sort of person who ___ his mind to everybody.
2. Has Mary ___ who sent her the flowers?
3. The letter ___ the truth to Nelly about her husband's real occupation.
4. We must ___ his eyes to everything.
5. Her bikini ___ more than it covers.
6. Do you know who ___ this law?
7. Fred easily gets worked up, and when he does he ___.
8. Jane ___ her thanks.
9. When a customs officer asked Peter to open his suitcase, he started ___ without any reason.
10. I think they are trying to ___.
11. Let's ___ this conversation until Peter comes.
12. Don't ___ giving your answer.
13. The voting was ___ until next meeting.
14. She ___ making up her mind until it became too late.
15. I meant to ___ nobody.
16. I'm sorry if I ___ your feelings.
17. Don't be ___, it's a joke.
18. Tom felt ___ when Sally broke the date.
19. Jack ___ his boss by saying to his face that he was a nobody.
20. It's difficult to deal with Monica; she is so easily ___.

2. Match the explanation of the word's meaning and the word:

a switch, to standardize, feature, to differ, gauge, joint, shift, crane, to show, combination, track, worn-out, advantage, to rest, concrete

Used so often that it can no longer be used; the place where the ends of the rails meet in the track; to lie or be placed on sth for support; to make sth conform to a fixed shape, quality, type; a distinctive characteristic, an aspect; building material made by mixing cement, sand, water; to be not the same as sb/sth; a period of time worked by a group of workers; the distance between rails; joining or mixing together of two or more things or people; a circumstance that puts one in a favourable position; a device for completing or breaking an electric circuit; to give evidence or proof of having a particular quality; the combination of rails, ties and ballast; machine with a long arm which is used to lift and move heavy weights

3. Insert already, ever, yet, just, since or for into the appropriate sentences

1. I've known him ___ a long time. 2. We've been on holiday ___ two weeks. 3. She has ___ explained the situation to me. 4. She hasn't been to work ___ July. 5. She's been ill ___ a fortnight. 6. They have been divorced ___ last year. 7. The post hasn't come ___. 8. My grandmother has been a pensioner ___ five years. 9. He has been away ___ a month. 10. He hasn't invited me to the party ___. 11. Have you ___ been to South Africa? 12. Have you finished writing your essay? – I haven't finished it ___. 13. Shall I pay the waiter? – No, I've ___ paid the bill. 14. Have you ___ spoken to a famous person? 15. Ann, lay the table. I've ___ cooked dinner.

4. Matching synonyms

- | | | | | |
|-------------|-----------------|------------------|---------------|----------------|
| 1. aim | 2. usual | 3. point of view | 4. further | 5. facilitate |
| a. army | a. comfortable | a. opinion | a. additional | a. lighten |
| b. purpose | b. visual | b. view | b. former | b. easy |
| c. puppy | c. conventional | c. interview | c. later | c. make easier |
| d. proposal | d. utensil | d. option | d. latter | d. lightning |

5. Matching antonyms

- | | | | | |
|-------------------|------------------|--------------|---------------|--------------|
| 1. unconventional | 2. impracticable | 3. wheelless | 4. speed up | 5. noiseless |
| a. unusual | a. practice | a. wheeled | a. accelerate | a. noisy |
| b. usual | b. expert | b. voiceless | b. spend | b. silent |
| c. extraordinary | c. practical | c. while | c. imply | c. dumb |
| d. extracted | d. examine | d. white | d. impede | d. muddy |

6. Matching words properly

- | | | | | |
|---------------|-------------|----------------|-------------|--------------|
| 1. колесо | a. whale | b. while | c. wait | d. wheel |
| 2. доводити | a. prove | b. approve | c. improve | d. proof |
| 3. як | a. unlike | b. like | c. dislike | d. liked |
| 4. передавати | a. transmit | b. transporter | c. transfer | d. translate |
| 5. тертя | a. friction | b. fraction | c. traction | d. track |

6. мета	a. main	b. aim	c. aimed	d. fame
7. полегшити	a. easy	b. facilitated	c. facilitate	d. easier
8. піклування	a. cure	b. care	c. score	d. fare
9. основанийся	a. basic	b. ball	c. base	d. fund
10. звичайний	a. unusual	b. habit	c. habits	d. usual

7. Matching words to express the idea and writing them properly

- | | |
|---|--------------------------|
| 1. to try to achieve sth | a. c,f,l,t,t,a,a,e,i,i |
| 2. to fix sth in position ready for use | b. a,a,m,t,i |
| 3. to show sth by means of facts or evidence | c. e,e,a,v,s,t,t,g,n,i,i |
| 4. to discover or examine all facts about sth | d. v,e,o,r,p |
| 5. to make sth easier | e. l,l,t,s,n,a,i |

8. Translate into Ukrainian

1. The word “transport” means to carry people or goods from place to place. It is also used for the vehicles that carry people or goods — for example, motor transport includes buses, lorries, motor coaches and motor cars. The American word for the same thing is transportation, and the remark “transportation is civilization” was made by an American, the motor-car manufacturer Henry Ford. The history of transport is divided into two stages. The first stage is that in which all forms of transport depended directly on the power men or animals or on natural forces such as winds and current. The second stage began with the development of the steam engine, which was followed by the electric motor and the internal combustion engine as the main sources of power for transport.

Практичне заняття №2
PUBLIC TRANSPORTATION

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to protect-to defend / to lend-to borrow / to appreciate-to value / mistake-error-slip

1. We really ___ it when you came to our help. 2. Do you ___ him as an interpreter? 3. We can't ___ one man's life above another's. 4. I ___ Jane's sending me flowers when I was ill. 5. I don't think you ___ the real danger of this job. 6. It was a ___ to have come here. 7. In war ___ cost human lives. 8. I beg your pardon. I've taken your book by ___. 9. One must be blind to commit such a monstrous ___. 10. I've spotted a number of ___ of the pen in your test; they are not serious ___ but you should be more careful with your work. 11. Sam will not agree, and no ___. 12. Don't rely on Dick to ___ you: he is flat broke. 13. Excuse me, could you ___ me your pen for a minute? 14. Where can we ___ such a large sum of money? 15. Look, Nick, could you ___ me ten dollars for a couple of days? 16. We can't ___ any more. We are in debt up to our necks. 17. He is a very nice person as long as you don't try to ___ something from him. 18. Tom raised his hand to ___ his face from the blow. 19. Don't ___ Harry; it was his fault. 20. She has always ___ her children against bad influence. 21. If they attack, we'll ___ ourselves. 22. We had better ___ these electric wires against rain.

2. Match the explanation of the word's meaning and the word:

To aim at, basic, to install, to prove, to investigate, concept, to facilitate, to slide, load, research, to serve, to suit, safe, powerful, stream-lined

Having a great effect; to discover or examine all facts about sth; providing security or protection; to work or perform duties; having smooth, even shape; to be convenient or acceptable; to try to achieve sth; to show sth by means of facts or evidence; careful study or investigation; forming a base from which sth develops or on which sth is built; to make sth easier; a principle or an idea relating to sth abstract; to fix sth in position ready for use; to move smoothly along an even, polished surface; anything that is being carried

3. Complete the following passage by putting the verbs into past tense

After the Second World War, Akio Morita, the co-founder of Sony, joined forces with a friend, Masaru Ibuka. Both men (*know*) a great deal about telecommunications, so they (*set*) up a small engineering company, Tokyo Tsushin Kogyo. They (*find*) a small broken-down building to use as a laboratory in Tokyo. There (*be*) so many holes in the roof that when it (*rain*), they (*have*) to continue working under umbrellas. Their first task (*be*) to decide what to make. They (*not want*) to make radios because of the competition from much larger companies. Instead, they (*decide*) to create an entirely new product, a tape recorder. They (*succeed*) in making a machine, but unfortunately they (*not have*) any tape, and they (*not know*) how to produce it. So they (*start*) to experiment, and (*try*) using a number of different materials. Finally, they (*make*) a breakthrough. They (*cut*) up strips of paper to make a reel, and (*paint*) them with a magnetic material that they (*heat*) on a frying pan in their small room. It (*work*), and they gradually (*improve*) the process. In 1950, (*begin*) trying to sell their revolutionary machine... And the rest is history!

4. Matching synonyms

- | | | | | |
|---------|-------------|------------|-------------|---------------|
| 1. like | 2. friction | 3. expect | 4. connect | 5. speed up |
| a. soon | a. section | a. assume | a. contain | a. shape |
| b. same | b. robbing | b. purpose | b. link | b. accelerate |
| c. as | c. fraction | c. propose | c. contact | c. adopt |
| d. some | d. rubbing | d. expert | d. contract | d. celebrate |

5. Matching antonyms

- | | | | | |
|------------------|-----------|----------|------------|-------------|
| 1. non-effective | 2. fill | 3. rear | 4. loss | 5. decrease |
| a. useless | a. empty | a. rare | a. gain | a. reduce |
| b. careless | b. full | b. face | b. success | b. increase |
| c. little | c. employ | c. front | c. fate | c. include |
| d. effective | d. fulfil | d. faith | d. fame | d. incur |

6. Matching words properly

- | | | | | |
|----------------|-------------|---------------|---------------|---------------|
| 1. ВИГОТОВЛЯТИ | a. producer | b. produce | c. products | d. production |
| 2. НЕСХОЖІСТЬ | a. differ | b. different | c. difference | d. differed |
| 3. ВІДНОШЕННЯ | a. relative | b. relatively | c. relativity | d. relation |

4. ефективний	a. efficiency	b. efficiently	c. efficient	d. inefficient
5. винахідник	a. invent	b. invention	c. inventor	d. inventive
6. вантаж	a. loader	b. loading	c. loaded	d. load
7. простий	a. simplify	b. simple	c. simpler	d. simplicity
8. розкопки	a. excavate	b. excavator	c. excavation	d. excavated
9. винахід	a. invent	b. invention	c. inventor	d. inventive
10. надійний	a. reliability	b. reliable	c. rely	d. relied

7. Matching words to express the idea and writing them properly

- | | |
|--|----------------------------|
| 1. the process of looking after sb/sth | a. i,i,c,o,t,n,r,f |
| 2. having smooth, even shape | b. e,e,x,c,p,t |
| 3. to think that sth will happen | c. e,c,r,a |
| 4. disagreement between parties with different views | d. a,e,f,n,s,t,r,r |
| 5. to move sth/sb from one place to another | e. a,e,i,e,l,m,n,d,-,s,r,t |

8. Translate into Ukrainian

The most ancient peoples were probably wanderers. They did not live in settled homes because they did not know how to till the soil. As they moved from place to place they had to carry their goods themselves. The porters were usually the women, probably because the men had to be ready to beat off attacks by wild beasts or enemies. Even now, to carry the household goods is the job of women in backward wandering tribes. The next step was the use of pack animals for carrying goods. The kind of animal used varied in different places, but the general idea was the same — the bundles or baskets were carried by the animals on their backs. The dog, although too small to carry much, was probably one of the first transport animals used because it is so easily trained. Dogs are still to be trained for dragging sledges in the Arctic because of their light weight.

Практичне заняття №3

PASSENGER SERVICE ON RAILWAYS

1. Fill in the gaps of the sentences below with the proper verb in the proper form.

Translate the sentences obtained

*to explain-to interpret-to account (for) / to recall-to recollect-to remember /
to hamper-to hinder-to prevent / to help-to aid-to assist*

1. I tried hard, but I couldn't ___ her face.
2. I ___ our last conversation.
3. Jack couldn't ___ who he had given that book to read to.
4. Try to ___ all the details; it's very important.
5. I've met that man before but I can't ___ his name.
6. Too many girlfriends ___ you in your study.
7. What ___ you from helping Jane?
8. Our search was ___ by the heavy rain.
9. Don't ___ me from reading.
10. If they want to get married, I'm not going to ___ them.
11. We must ___ the disease from spreading.
12. It can't be ___.
13. The police were sure that one of the bank clerks ___ the robbers.
14. A hearing ___ is a neat little device which ___ one hear better.
15. I can't lift this box alone, please ___.
16. We're in trouble up to our necks and there's nobody running to our ___.
17. If you don't understand it, let me ___.
18. I was not sure how to ___ her behaviour.

19. Who can ___ for Maggie's absence? 20. Michael ___ me how to use the machine.
 21. Mary ___ that she was late for class because she had got up late than usual. 22. I think you shouldn't ___ Tim's remark like that; he didn't mean to offend you.

2. Match the explanation of the word's meaning and the word:

Light, possible, to follow, to appear, powerful, to decrease, to connect, loss, to fill, to speed up, friction, to expect, care, to transfer, stream-lined

Physically strong; that can exist or happen; to become visible; to come or take place after sb/sth else in space, time; easy to lift or move; to bring sth together or into contact; to make sth increase speed; to occupy all of the space in sth; the state of no longer having sth/sb; to make sth smaller or fewer; having smooth, even shape; to move sth/sb from one place to another; disagreement or conflict between parties with different views; the process of looking after sb/sth; to think that sth will happen

3. Choose the word that best completes the sentence

- Don't speak *to/at/in* whisper, speak *to/at/in* a loud voice.
- He looked *on/at/with* me and said, „It's all the same *to/at/with* me”.
- I'd like to have a glass of water? Will you ask *at/for/after* it?
- In/To/At* my opinion he'll come tomorrow.
- The *highest/tallest* animal is the giraffe.
- Look! Rex is running *after/behind* the cat.
- Nick *goes/comes/walks* to Pete and they *go/come/walk* to school together.
- Don't forget to *do/make* dinner. It's your turn today.
- He involved us *with/in/but* this affair so quickly that we were astonished.
- To/At/In* my delight his interference *to/at/in* that incident helped us greatly.

4. Matching synonyms

- | | | | | |
|----------------|-------------|--------------|---------------|------------|
| 1. investigate | 2. concept | 3. basic | 4. base | 5. load |
| a. open | a. idea | a. principle | a. support | a. weight |
| b. discover | b. sentence | b. prince | b. foundation | b. height |
| c. shut | c. phrase | c. mostly | c. supply | c. freight |
| d. wake | d. letter | d. chief | d. flutter | d. road |

5. Matching antonyms

- | | | | | |
|----------------|------------|---------------|-----------|------------|
| 1. usual | 2. farther | 3. facilitate | 4. like | 5. like |
| a. ordinary | a. nearer | a. trouble | a. as | a. love |
| b. traditional | b. next | b. disturb | b. unlike | b. disturb |
| c. universal | c. last | c. make | c. so | c. link |
| d. unusual | d. past | d. embarrass | d. same | d. dislike |

6. Matching words to express the idea and writing them

- | | |
|--|--------------|
| 1. careful study or investigation | a. c,s,b,i,a |
| 2. a principle or an idea relating to sth abstract | b. d,a,o,l |

3. forming a base from which sth develops or on which sth is built c. e,e,a,c,r,r,h,s
 4. anything that is being carried d. d,l,s,i,e
 5. to move smoothly along an even, polished surface e. c,c,p,t,n,e,o

7. Fill in the gaps of the sentences below with the proper preposition

1. They got married ___ 12 March. 2. Most of the guests had left ___ that time.
 3. Did you come here ___ plane? 4. Tom usually leaves work ___ five o'clock.
 5. I've lived here ___ six years. 6. Have you ever been ___ London? 7. I've been
 studying English ___ I was five. 8. We were doing it ___ pleasure. 9. Ann is going
 away ___ a week in September. 10. We met ___ 1986. 11. Mr. Pavlov is busy ___ the
 moment. 12. We give each other presents ___ Christmas. 13. Julia is studying ___ a
 university. 14. Where are you ___? 15. In most countries people drive ___ the right.

8. Translate into Ukrainian

There were two problems to be solved — first, how to make good roads, and, second, to decide who was to pay for them. In Great Britain these problems were solved in the 18th century. Stretches of roads were handed over to groups called trusts. The trusts borrowed money for repairing and improving the roads, paying it back from the sums they collected from road users. This method of paying for new roads and bridges is still used, especially in the United States. Then it became possible to travel rather comfortably by coaches. In cities like London, rich people had their own carriages, while poor people went on horseback or walked. Then appeared carriages that could be hired for short distances. They correspond to the modern taxis. The word is short for “taxi cab” which in turn comes from the words taximeter and cabriolet. A cabriolet is a light two-wheeled carriage introduced from France in the 19th century. The taximeter is a mechanical device connected with the wheels which, by measuring the distance travelled, shows the fare due at any moment. It is also controlled by a clock so that waiting time too is charged for.

Семестр 8

Практичне заняття №1

AT-GRADE PUBLIC AND CITY TRACK TRANSPORT

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

- to choose-to pick-to elect / to refuse-to reject-to turn down-to deny / to stand up-to get up-to rise*
 1. Do you usually ___ your clothes yourself? 2. Alice took a long time to ___ a dress.
 3. Mr. Smith was ___ a chairman by overwhelming majority. 4. Jane liked all the dresses,
 and in the end she ___ the green one. 5. There's little to ___ between rotten apples. 6. Bert
 ___ the best flowers for the bouquet. 7. I asked William to help me but he ___. 8. William
 ___ to help me. 9. You are spoiling your son; you ___ him nothing. 10. The judge ___ their
 evidence. 11. She flatly ___ to take the money. 12. He is the sort of person that can't ___
 himself anything. 13. I ___ to deal with them. 14. What time do you usually ___?
 15. You don't have to ___ when you want to ask a question. 16. The sun ___ in the
 East. 17. I couldn't ___ to my feet because of the broken leg. 18. The boy fell down

and then __ again. 19. The price of meat has __ by 2 per cent. 20. She __ from the chair and came up to me. 21. We watched the black smoke __ from the village.

2. Match the explanation of the word's meaning and the word:

To move, important, to facilitate, place, to apply, strange, cheap, loss, to attain, powerful, to suit, success, friction, to investigate, to operate

To make practical use of sth; disagreement or conflict between parties with different views; to succeed in getting sth; the achievement of desired aim; of great value, concern; to discover or examine all facts about sth; a particular area or position; difficult to understand; to change position; low in price; having great influence or authority; to be attractive or acceptable; to make a machine work; the state of no longer having sth/sb; to make sth easier

3. Choose the word that best completes the sentence

1. The *ground/earth/land* is the planet on which we live.
2. It was necessary *at/of/for* him to come here in time.
3. It's *heavy/difficult* for the woman to carry the box, because it's *heavy/difficult*.
4. What is the shortest *road/way/path* to the forest?
5. Bob *learns/studies/teaches* new words because he wants to speak English well.
6. We have been here *at/since/for* Sunday.
7. *At/About/To* her suggestion they all went *at/about/to* the university.
8. Look *at/for/after* her face. It's so strange.
9. May I take *another/else* cake?
10. They are *big/large/great* friends.

4. Matching synonyms

- | | | | | |
|-------------|-------------|------------|-------------|-------------|
| 1. strange | 2. apply | 3. attain | 4. move | 5. research |
| a. straight | a. employ | a. lose | a. operate | a. open |
| b. usual | b. useful | b. achieve | b. run | b. state |
| c. unusual | c. useless | c. fail | c. change | c. think |
| d. useless | d. employee | d. develop | d. approach | d. search |

5. Matching antonyms

- | | | | | |
|------------------|------------|--------------|---------------|--------------|
| 1. strange | 2. without | 3. cheap | 4. basic | 5. careful |
| a. ordinary | a. since | a. cost | a. principal | a. careless |
| b. exceptional | b. for | b. most | b. additional | b. care |
| c. extraordinary | c. with | c. dispense | c. general | c. carefully |
| d. unusual | d. from | d. expensive | d. common | d. caress |

6. Matching words to express the idea and writing them properly

- | | |
|---------------------------------|------------------|
| 1. difficult to understand | a. e,o,v,m |
| 2. to make practical use of sth | b. h,a,e,c,p |
| 3. to succeed in getting sth | c. a,e,s,n,g,r,t |
| 4. to change position | d. a,a,i,t,t,n |
| 5. low in price | e. a,y,p,p,l |

7. Insert already, ever, yet, just, since or for into the appropriate sentences

1. I've known him ___ a long time. 2. We've been on holiday ___ two weeks. 3. She has ___ explained the situation to me. 4. She hasn't been to work ___ July. 5. She's been ill ___ a fortnight. 6. They have been divorced ___ last year. 7. The post hasn't come ___. 8. My grandmother has been a pensioner ___ five years. 9. He has been away ___ a month. 10. He hasn't invited me to the party ___. 11. Have you ___ been to South Africa? 12. Have you finished writing your essay? – I haven't finished it ___. 13. Shall I pay the waiter? – No, I've ___ paid the bill. 14. Have you ___ spoken to a famous person? 15. Ann, lay the table. I've ___ cooked dinner.

8. Translate into Ukrainian

Tunnelling is difficult, expensive and dangerous engineering work. Tunnels are built to provide direct automobile or railway routes through mountain ranges, under or over rivers. They can also provide underground channels for water, sewage or oil. Before the 19th century men had not acquired enough skill in engineering to carry out extensive tunnelling. Tunnels, however, were known in ancient times. They were, for instance, driven into the rock under the Pyramids of Egypt, and the Romans built one in Rome for their chief drain, parts of which still remain. One of the earliest tunnels known was made in Babylon. It passed under the Euphrates river, and was built of arched brickwork being 12 feet high and 15 feet wide. Other ancient tunnels were built for water supply and for drainage. Modern tunnels are often very long and deep. The Simplon Tunnel on the France-to-Italy railway, for example, is 12 miles long and in one place the peaks of the Alps rise over 6,000 feet above it. Some tunnels are over 50 feet in diameter. Many are circular in cross-section. Others are horseshoe-shaped, with a level floor on which it is easy to lay permanent roads and railways.

Практичне заняття № 2
URBAN RAILWAY SYSTEMS

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to convince-to persuade / to worry-to bother-to trouble-to disturb / to believe-to trust

1. The doctor ___ Mrs. Foster to agree to the surgery. 2. How did you manage to ___ him of his mistake? 3. It took me a long time to ___ her that we couldn't afford a new car. 4. Try to ___ your brother to come. 5. Don't even try to ___ me out of accepting their offer. 6. Who ___ you of that? 7. Don't ___ too much about your health; it may make you ill. 8. The old wound ___ him in rainy weather. 9. Could I ___ you for a moment, please? I need your advice. 10. Don't let such little things ___ you. 11. Dad is asleep; don't ___ him. 12. Bert never ___ to say thank you. 13. Calm down. There's nothing to ___ about. 14. Alice was ___ to hear of the news. 15. I know what I am doing; don't ___ me with your advice. 16. There was a „Don't ___” sign on the door. 17. Do you ___ Martin? 18. Why, if it isn't Bob! I can't ___ my eyes. 19. I tell you it was Bob; I can still ___ to my eyes. 20. „Touch wood”. „I don't ___ in it”. 21. If I were you, I wouldn't ___ that man. 22. His story is difficult to ___. 23. I don't ___ in saving money on food.

2. Match the explanation of the word's meaning and the word:

To apply, strange, to attain, to suit, to operate, possible, to follow, to decrease, care, to connect, to fill, to speed up, to expect, to transfer, to prove

To make practical use of sth; to show sth by means of facts or evidence; that can exist or happen; to occupy all of the space in sth; difficult to understand; the process of looking after sb/sth; to succeed in getting sth; to make a machine work; to be attractive or acceptable; to come or take place after sb/sth else in space, time; to bring sth together or into contact; to make sth increase speed; to make sth smaller or fewer; to move sth/sb from one place to another; to think that sth will happen

3. Choose the word that best completes the sentence

1. The guide *paid/attracted* our attention to Gainsborough's early pictures.
2. He was more polite than impolite *to/with/for* everybody.
3. What is the mother *tongue/language* of the American people?
4. Don't speak *to/at/in* whisper, speak *to/at/in* a loud voice.
5. I'd like to have a glass of water? Will you ask *at/for/after* it?
6. The *highest/tallest* animal is the giraffe.
7. Look! Rex is running *after/behind* the cat.
8. Don't forget to *do/make* dinner. It's your turn today.
9. He involved us *with/in/but* this affair so quickly that we were astonished.
10. *To/At/In* my delight his interference *to/at/in* that incident helped us greatly.

4. Matching synonyms

- | | | | | |
|------------|----------------|------------|---------------|-------------|
| 1. install | 2. reduce | 3. attain | 4. basic | 5. research |
| a. place | a. destroy | a. lose | a. principal | a. open |
| b. insect | b. deduce | b. achieve | b. additional | b. state |
| c. infer | c. destructive | c. fail | c. general | c. think |
| d. plane | d. decrease | d. develop | d. common | d. search |

5. Matching antonyms

- | | | | | |
|--------------|-------------------|----------|------------|------------|
| 1. careful | 2. facilitate | 3. rear | 4. loss | 5. success |
| a. careless | a. trouble | a. rare | a. gain | a. failure |
| b. care | b. disturb | b. face | b. success | b. fancy |
| c. carefully | c. make difficult | c. front | c. fate | c. fate |
| d. caress | d. embarrass | d. faith | d. fame | d. succeed |

6. Matching words to express the idea and writing them properly

- | | |
|--|------------------------|
| 1. to make sth increase speed | a. v, e, o, r, p |
| 2. to fix sth in position ready for use | b. l, l, t, s, n, a, i |
| 3. to bring sth together or into contact | c. p, p, s, e, e, d, u |
| 4. to show sth by means of facts or evidence | d. o, e, c, c, n, n, t |
| 5. to fix sth in position ready for use | e. l, l, t, s, n, a, i |

7. Translate the sentences into Ukrainian

1. I can't say which book I prefer: one is as interesting as the other.
2. This trick is as old as the hills.
3. None is so deaf as those who would not hear.
4. Your room is

not quite so large as mine. 5. Be the weather ever so bad, I must go. 6. The problem is as serious as the others. 7. That building is as high as this one. 8. His car runs as fast as a race car. 9. We are not so lucky as you. 10. The situation was pretty much the same. 11. The book is ever so interesting. 12. The performance proved to be a great deal better than we could expect. 13. I have been with good people, far better than you. 14. His watch is far more expensive than mine. 15. The movie we saw last night was much more interesting than the one on television. 16. His car is far better than yours. 17. The new house is much more expensive than the older one. 18. Last week was as hot as this one.

8. Translate the following sentences

1. Ми дізналися, що робота була важкою через нестачу питної води. 2. Я знав, що баласт підтримує конструкцію колії. 3. Він уважав, що її треба вирівняти спеціальними машинами. 4. Інженер сповістив, що рейки спрацюються спершу на кінцях. 5. Ми прочитали, що залізниця будувалася на смужці землі. 6. Він стверджував, що це забезпечить необхідний дренаж. 7. Нам казали, що найкращим матеріалом для баласту є гравій. 8. Ми не знали, чи зможе земля підтримувати залізничну колію. 9. Він запитав, чи завжди рейковий стик був найслабшою частиною колії. 10. Вона знала, що деякі залізниці мають дві колії.

Практичне заняття № 3

HEAVY RAILS. INTERURBAN, REGIONAL AND COMMUTER RAILS

1. Fill in the gaps of the sentences below with the proper verb in the proper form.

Translate the sentences obtained

*to avoid-to evade-to escape / to carry out-to execute-to fulfil-to perform /
to change-to alter-to modify*

1. Can the leopard ___ its spots? (Proverb) 2. Could you ___ this dress for me? It's too tight. 3. Charles has ___ beyond recognition since I last saw him. 4. I approve of the contract in general, but I think its first provision should be ___. 5. Nothing you say in his favour can ___ me opinion of him. 6. What made Steve ___ his mind? 7. If things don't ___, they'll stay as they are. 8. I advise you to ___ talking politics with him. 9. If you keep associating with them, you will not ___ troubles. 10. Do you know why Silvia ___ meeting me? 11. I don't like Green but I can't ___ meeting him. 12. Let's try to ___ unwanted difficulties. 13. You were lucky to ___ being caught. 14. I don't believe they tried to ___ paying their income tax. 15. I am a soldier; I can't refuse to ___ orders. 16. I expect you to ___ your obligation. 17. The operation on him was ___ by the best of our surgeons. 18. His orders must be ___ exactly. 19. Roger promises everything but ___ nothing. 20. None of them have enough experience to ___ such a task.

2. Match pairs of synonyms from the words below

Forward, to project, to believe, to assume, promising, to design, to ruin, vehicle, single, to expect, to embrace, purpose, to move, to install, to suspend, to hold, lack, damaged, to link, perspective, to consider, means of transport, one, to hang up, aim, to connect, ahead, disadvantage, to set in motion, faulty, to place, to destroy

3. Give antonyms to the words below; make sentences to illustrate the opposition in meanings

Lack, to link, convenient, to save, expenses, upward, above, silence, to shut, advanced, modern, to exist, same, difficult, inward, additional, backward, to move, advantage, clever, empty, to unload, private, peculiar, similar, to slow down

4. Choose the word that best completes the sentence

1. I have been here *at/since/for* Monday.
2. *At/About/To* her suggestion they all went *at/about/to* the theatre.
3. Mike and Nick are *big/large/great* friends.
4. This *house/home* was his dear *house/home*.
5. The guide *paid/attracted* our attention to Gainsborough's early pictures.
6. This is the *arm/hand* of a chair.
7. Look *at/for/after* her face. It's so dirty.
8. He was more polite than impolite *to/with/for* everybody.
9. What is the mother *tongue/language* of the American people?
10. May I take *another/else* apple?

5. Match the explanation of the word's meaning and the word:

To put forward, convenient, to believe, promising, similar, vehicle, principal, to link, stream-lined, to aim at, load, basic, to prove, to investigate, to suit, to transfer

First in ranks or importance; forming a base from which sth develops; anything that is being carried; to examine all facts about sth; indicating future success; to feel sure of the truth of sth; to recommend sth for discussion; to move sth/sb from one place to another; having even shape; to be acceptable; to make a connection between things; a thing used for transporting goods or people; suiting sb's needs or plans; resembling sb/sth but not the same; to try to achieve sth; to show sth by means of evidence

6. Give the English equivalents to the pronouns in parentheses. Translate the sentences into Ukrainian

1. He has (мало) knowledge of the subject. 2. (Мало) or no information is available on the matter. 3. They know (трохи) of everything. 4. (Більшість) people think so. 5. This is the (найбільше) I can do for you. 6. That was the (найбільше) dangerous experiment. 7. (Багато) water has flown under the bridge since that time. 8. He knows (багато) but he knows (менше) than you. 9. (Багато хто) read the book but (мало хто) understood it. 10. We need no (більше) than two days to complete the work. 11. There were (мало) objections to the plan, and (більша) part of it was approved of. 12. I cannot do (багато) for you. 13. It is (менше) than we expected. 14. (Багато) is said but (мало) is done. 15. Say (мало) and do (багато). 16. (Багато) people know about it. 17. He can say it in (декілька) words. 18. There were (декілька) men sitting in the hall.

7. Matching words to express the idea and writing them properly

1. the process of looking after sb/sth a. i,i,c,o,t,n,r,f
2. having smooth, even shape b. e,e,x,c,p,t

3. to think that sth will happen c. e,c,r,a
 4. disagreement between parties with different views d. a,e,f,n,s,t,r,r
 5. to move sth/sb from one place to another e. a,e,i,e,l,m,n,d,-,s,r,t

8. Translate the following into Ukrainian

A tunnel under the English Channel was first suggested in 1856. It was agreed in 1875 to build it and work was actually begun. However, the British War Office objected that an enemy on the European mainland could easily invade England through such a tunnel, and the British Government objected to the scheme.

In 1957 interest revived in the idea of a Channel Tunnel and the question was studied afresh by a group of French and British engineers. Such a Tunnel between Dover and Sagatte would have a length of about 36 miles of which 24 miles would be under the sea, and would run through a layer of dense chalk which is known to be free from cracks and allows water to penetrate it slowly. It would probably have to be a twin railway tunnel. There are several difficulties in having a road tunnel of this length, the chief of which is the enormous cost of ventilating it. Total cost is estimated at between 450 and 560 million dollars, to be shared by Britain and France with possibly some other European country. No dates have so far been mentioned definitely but it might be completed at the end of our century.

Семестр 9

Практичне заняття № 1

TYPES OF RAIL TRANSIT SYSTEMS

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to say-to tell / to argue-to dispute-to bet

1. Who ___ you that? 2. He ___ nothing to my question. 3. "Any news?" – "Nothing to ___ about". 4. Don't never troubles to ___ "please". 5. Bert ___ me that he wouldn't come. 6. Do you think Rona is ___ the truth? 7. I've never ___ anything like that. 8. "I'm leaving tomorrow," he ___. 9. Who are they to ___ us what to do? 10. So many keys you have! How can you ___ the right one? 11. Never ___ so again! 12. I ___ you that there would be troubles. 13. I don't ___ what you say in general; I don't agree with some details. 14. I ___ my life you'll get it hot this time. 15. "Do you think he will call?" "You ___". 15. I ___ you whatever you like they won't agree. 16. Do you have to ___ with me every time? 17. Richard is always ready to ___ against any of my proposals. 18. Stop ___! The matter isn't worth it. 19. Let's not ___ about evident things. 20. I'm fed up with ___ with Peter; he never admits that he is wrong.

2. Match pairs of synonyms from the words below

Aim, to design, to compute, to permit, to regard, lack, aid, goal, to propose, to draw, disadvantage, suitable, to hold, shortage, to decrease, to suggest, conventional, to exist, to belong, choice, traditional, to reduce, to calculate, to be, to support, to haul, to allow, to intend, advantage, help, to be owned, option, convenient, to consider

3. Give antonyms to the words below and make sentences to illustrate the opposition in meanings

Sufficiency, to separate, lack, backward, inconvenient, light, savings, easy, under, upward, downward, other, noisy, to come, to run, to close, ancient, to expend, to be unreal, secondary, single-track, to evolve, to take off, different, to look for, to connect

4. Match the explanation of the word's meaning and the word:

Purpose, to achieve, to move, to point (out), place, strange, to design, to apply, cheap, loss, to suit, to operate, to solve a problem, to link, to follow

To make practical use of sth; difficult to understand; to find a way of dealing with a difficult situation; to succeed in doing sth; an intention, an aim or a function of sth; a particular area or position; low in price; to be attractive or acceptable; to direct attention to sth; to think of and plan a system, model; to make a connection between people or things; to come or take place after sb/sth else in space, time; to change position; the state of no longer having sth/sb; to make a machine work

5. Reply to the following sentences with a suitable question

1. It is a machine which is used for cutting metal parts.
2. They are used in a machine shop.
3. They are applied for the purpose of shaping many products.
4. We call it a cutting tool.
5. Yes, they do. They differ in shape and size.
6. It depends on the work performed and on the material.
7. They have to move relative to each other.
8. They are lathes, drilling machines, milling machines, etc.
9. It is designed for turning and boring operations.
10. This lathe has been in operation for 5 years.

6. Defining things. Correct the relative pronouns in the sentences 1–8 below.

1. The camera *what* the producer broke was very expensive.
2. He became a famous actor *which* won a lot of Oscars.
3. The 'It' girl *who* extravagant clothes always got her noticed.
4. We loved the atmosphere of the studio *which* we worked.
5. *Where* I heard the headlines that night, I couldn't believe it!
6. I loved the documentaries *who* that producer made.
7. The reality show was filmed in the house of a millionaire *what* family continued to live upstairs during the show!
8. I finally realised *what* a great mystery story it was *where* someone explained the twist in the story.

7. Translate the sentences into Ukrainian. Specify the selected prepositions in italics.

1. She put a shawl *over* her dress.
2. On his way *to the* station he met us.
3. Hold the umbrella *over* your head.
4. The boy climbed *over* the fence.
5. It was already *past* midnight.
6. I have been waiting *since* four o'clock.
7. The sunlight went *through*

the leaves. 8. We had not eaten *till* five p. m. 9. The bench was *under* the window. 10. *By* Tuesday the situation will have been clear. 11. She hurried *down* the street. 12. The letter was *from* Pat. 13. What is *inside* the Earth? 14. She took a seat *near* them. 15. The temperature is *above* zero. 16. They went *across* the hall. 17. Come *at* any time *after* five o'clock. 18. We went *along* the river bank. 19. The house stands *among* the trees. 20. The Earth moves *around* the Sun. 21. The garden is *behind* the house. 22. The temperature is *below* zero. 23. Who is the woman sitting *beside* him? 24. A river flows *between* two banks.

8. Translate the following into Ukrainian

outstanding invention; outstanding writer; no doubt about it; to have no concern; a fallen tree; to evolve a theory; supporting beam; to get no support; to rope a box; to support a family; to lay bricks; to be secure from danger; to secure freedom; to prevent an accident; to prevent war; a bridge pile; to drive piles; the fall of an apple; civil engineer; a number of projects; although it was taken into consideration; local transport; a suitable person; the width and the depth of the river; to erect buildings; to distribute books; to acquire experience; circular cross-section; to suggest a scheme; to agree to such a schedule; actually different; to Object to the condition; the layers of the soil; numerous cracks; to penetrate rapidly; to estimate the cost; to share losses; so far unknown; to mention the same fact; upper layer and lower layer; to reach the railway station in time; by means of sputniks; to suspend research; to be readily calculated; temporary construction; extremely difficult; to deepen the bed of the river; the basis of the economy; a narrow passage; a demand for specialists; a gold chain.

Практичне заняття № 2

UNDERGROUND RAILWAYS IN THE WORLD

1. Fill in the gaps of the sentences below with the proper verb in the proper form.

Translate the sentences obtained

to speak-to talk / to let-to allow-to permit / to forbid-to prohibit-to ban

1. ___ me try once more, please. 2. Pedestrians are not ___ to cross the road here. 3. I can't ___ you to stay. 4. Don't ___ him take my books in my absence. 5. They don't ___ taking photos in here. 6. ___ me choose my friends myself. 7. The police didn't ___ anybody in or out. 8. Put on a tie or they won't ___ you in. 9. I ___ you to take my car without my permission. 10. Entry ___. 11. His new play was ___ as pornographic. 12. I ___ you to use this word again. 13. These miniskirts must be ___! I cannot concentrate on my work at all. 14. Visitors are ___ from taking photographs. 15. ___ fruit is sweet. 16. We need someone who can ___ German. 17. ___ more slowly, please. I can't follow what you say. 18. Let's ___ about it at home. 19. We cannot teach out parrot to ___. 20. There is nothing to ___ about. 21. Can I ___ to Mr. Brown? 22. Where can we ___?

2. Match pairs of synonyms from the words below

Costly, to sustain, to underline, to lack, to connect, to speed up, double, main, to link, convenient, to consider, alternate, to achieve, economy, to show, expensive, to point out, twin, chief, to stress, saving, to solve, to be needed, to reach, suitable, to accent, choice, to uphold, to demonstrate, to accelerate, to eliminate, to believe

3. Give antonyms to the words below and illustrate the opposition in meanings

Safe, noise, westward, into, below, to cover, to ruin, to separate, unsuitable, similar, hard, outward, main, general, multi-track, backward, to put on, drawback, to initiate, to cut down, to get on, failure, thanks to, wheelless, ordinary, to trouble, past, useless

4. Match the explanation of the word's meaning and the word:

To consider, purpose, care, to lack, to attain, to decide, choice, convenient, possible, to speed up, to follow, to decrease, to connect, to fill, to expect, to transfer, to prove
To succeed in getting sth; a reason for doing sth; to make sth fewer; to consider sth and come to a conclusion; to move sth/sb from one place to another; that can happen; the process of looking after sb/sth; to have the opinion; to be without sth; suiting sb's plans; to make sth increase speed; the number of things from which to choose; to occupy all of the space in sth.; to show sth by means of facts; to come or take place after sb/sth else in space, time; to bring sth into contact; to think that sth will happen

5. Reply to the following sentences with a suitable question

1. All computers have three basic capabilities.
2. The fundamental job of a computer is processing information.
3. The memory is used for storing information.
4. Charles Babbage, an Englishman, could be called the father of computers.
5. Some of the most common methods of inputting information are to use punched cards, magnetic tapes, discs and terminals.
6. Punched cards were used before 1960.
7. Computers are machines capable of processing and outputting data.
8. The computed results have been printed in tables.
9. Yes, the name „computer” covers many different types of machine.
10. No, all computers are basically the same.

6. Matching words to express the idea and writing them properly

- | | |
|---------------------------------|------------------|
| 1. difficult to understand | a. e,o,v,m |
| 2. to make practical use of sth | b. h,a,e,c,p |
| 3. to succeed in getting sth | c. a,e,s,n,g,r,t |
| 4. to change position | d. a,a,i,t,t,n |
| 5. low in price | e. a,y,p,p,l |

7. Translate the sentences into Ukrainian. Pay attention to the translation of the words in italics

1. What *was* to be done? 2. The landscape *was* breath-taking. 3. The pills *are* for sleeping. 4. The fellow *is* brainy. 5. The tea-party *will be* in the garden. 6. The quests *were* welcome. 7. They *were* to start on Wednesday. 8. We *are* to get there before the others. 9. It *is* possible to buy it now. 10. I *am* going to wear a new dress for the party tonight. 11. What *are* you going to do next? 12. It *was* snowing yesterday. 13. I *was* sitting by the fire when somebody knocked at the door. 14. They *used* to travel a lot every year. 15. This building is now a shop. It *used* to be a cinema. 16. When I was a student I *used* to go to the library every day. 17. Don't worry. Some day you will get

used to speaking English. 18. When did you *use* your dictionary last? 19. He did not get *used* to speaking in public. 20. You will get *used* to it.

8. Translate the following sentences into Ukrainian, paying attention to the modal verbs and their substitutes

1. Much more complicated problems are to be solved. 2. They will have to complete the experiment next month. 3. I shall not be able to leave Moscow until we finish our calculations. 4. The engineer was to make a report at the conference. 5. One is to be very attentive when crossing the street. 6. A machine can do work which a man is unable to do. 7. Children under 16 are not allowed to see this film. 8. They will have to try the method described in the article. 9. The engineer could correct the program during the test of the engine. 10. Many experiments are to be made to increase the engine efficiency. 11. The material collected is to be sent to the laboratory for examination. 12. You might use all the new equipment for your experiments. 13. He had to study the theory of interplanetary travel. 14. They couldn't discover any atmosphere on the planet. 15. The engineers of the plant had to use computers.

Практичне заняття № 3

UKRAINE'S UNDERGROUND RAILWAYS

1. Fill in the gaps of the sentences below with the proper verb in the proper form. Translate the sentences obtained

to make-to do / to receive-to accept / to reprove-to reproach-to scold-to tell off

1. The old man is a loner; he won't ___ anybody. 2. I can't ___ such an explanation. 3. I wouldn't say that Gerry ___ us with open hands. 4. We wanted to help her with money but she didn't ___ it. 5. How did she ___ the news? 6. That they didn't ___ our invitation puzzles me. 7. Don't ___ such a fuss of the children. 8. What are you going to ___ this weekend? 9. That company ___ cars. 10. ___ yourself a cup of coffee. 11. If it isn't Joe! What are you ___ around here? 12. What does your mum ___ this wine from? 13. You have ___ the same mistake again. 14. Do you know why Linda's so mad with me? I've ___ nothing to her. 15. Tom has ___ most of the work. 16. Do you know who ___ that? 17. Don't pay attention to him; he is always ___. 18. Mother started ___ me as soon as I came home. 19. Well, I must fly now. Joyce will ___ me off all right if I am late. 20. You are not a child; I'm not going to ___ and admonish you. 21. She didn't forget anything, but never ___ me with it. 22. Bert is ready to ___ about any little thing.

2. Match pairs of synonyms from the words below

To chose, to make one's mind, to hang up, to lack, double, principal, to decide, links, achievable, to develop, to save, space, to point to, mark, to economize, to select, alternate, to determine, forward, dual, relations, main, interval, to work out, to indicate, note, to define, reachable, to hold, ahead, to be needed, choice

3. Give antonyms to the words below and illustrate the opposition in meanings

Danger, southward, from, to imply, on, to reveal, to fill, to destroy, rear, to lose, light, to unite, to save, unlike, convenient, different, forward, principal, peculiar, advanced,

shortage, to get up, to succeed, to install, to include, impracticable, to facilitate

4. Match the explanation of the word's meaning and the word:

To point (to), to install, concept, to facilitate, to slide, research, to serve, powerful, to solve a problem, lack, to believe, choice, to save, forward, to fill

A state of not having enough of sth; having a great effect; to make sth easier; an idea relating to sth abstract; to occupy all of the space in sth; to accept the statement of sb as true; an act of choosing between two or more possibilities; careful study; to perform duties; to indicate position, direction, time, level, etc.; to find an answer to a problem; to fix sth. in position ready for use; directed towards the front; to keep sth/sb from harm, loss, etc.; to move smoothly along an even, polished surface

5. Fill in each gap with a preposition(some are used more than once)

of, on, with, for, of, to, in

1. Many people think ___ computers as almost human machines with brains.
2. In fact, computers do not have brains and cannot really think ___ themselves.
3. Each machine has its own variations depending ___ the work it will have to do.
4. A computer system consists ___ a number of different units.
5. A computer can deal ___ the vast mass of data.
6. The basic concepts of data processing are restricted ___ computers alone.
7. People can refer ___ books of various kinds to find the information they need.
8. Computers are capable of communicating ___ the user.
9. Data are stored ___ various storage devices such as magnetic tapes or discs.
10. There are three steps that are involved ___ this process.

6. Matching synonyms

- | | | | | |
|------------|----------------|------------|---------------|-------------|
| 1. install | 2. reduce | 3. attain | 4. basic | 5. research |
| a. place | a. destroy | a. lose | a. principal | a. open |
| b. insect | b. deduce | b. achieve | b. additional | b. state |
| c. infer | c. destructive | c. fail | c. general | c. think |
| d. plane | d. decrease | d. develop | d. common | d. search |

7. Matching antonyms

- | | | | | |
|--------------|---------------|----------|------------|------------|
| 1. careful | 2. facilitate | 3. rear | 4. loss | 5. success |
| a. careless | a. trouble | a. rare | a. gain | a. failure |
| b. care | b. disturb | b. face | b. success | b. fancy |
| c. carefully | c. make | c. front | c. fate | c. fate |
| | difficult | | | |
| d. caress | d. embarrass | d. faith | d. fame | d. succeed |

8. Translate the following abstract into Ukrainian

The oil engine (diesel engine) is also a form of internal combustion engine. It has the usual arrangement of cylinder, piston, connecting rod, crank, inlet and exhaust valves as we find in petrol engine. In place of carburetor and sparking plug it has an injection pump and a fuel injection valve (injector). Unlike spark-ignition engines it

uses the heat of compression to fire the fuel and is, therefore, called compression-ignition engine. It utilizes a fuel known as diesel oil, which is forced in the form of a fine spray through a suitable nozzle directly into the combustion space. No mixture of fuel and air is introduced into the cylinder, the compression-ignition engine draws in pure air only. This air is then compressed by the ascending piston to a high pressure. As a result of it the temperature of the air is raised considerably so that the fuel oil injected into the cylinder ignites rapidly. Thereafter the gaseous products expand providing the energy for the power stroke.

The high-output oil engines are nearly all of two-stroke type. The charge is filled into the cylinder by means of a blower which assists both the intake and exhaust processes. One cycle completed within one revolution, i. e. in two strokes — compression and expansion.

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ ЩОДО САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

Самостійна робота – це робота студентів, яка планується та виконується за завданнями і при методичному керівництві викладача, але без його безпосередньої участі. Цей вид роботи необхідний не тільки для оволодіння певною дисципліною, але й для формування навичок самостійної роботи взагалі, в навчальній, науковій, професійній діяльності, здатності брати на себе відповідальність, самостійно вирішувати проблему, знаходити конструктивні рішення тощо.

Для практичного використання набутих знань студенти повинні вміти самостійно працювати над вивченням іноземної мови. Тому укладач визнав за необхідне ввести цілу низку вправ для самостійної роботи. Ці вправи спрямовані на закріплення вивченого лексико-граматичного матеріалу, а також на підготовку до роботи зі словником. Вони слугують також методом контролю засвоєння студентами граматичних і лексичних аспектів, які вивчалися на практичних заняттях. Як уже зазначалося, дані методичні рекомендації охоплюють п'ятнадцять навчальних тем, вивчення яких передбачене програмою у третій, четвертий та п'ятий роки опанування дисципліною «Англійська мова поглибленого вивчення» (у п'ятому семестрі опрацьовуються навчальні теми: *Modern requirements to the professional level of a transporting branch engineer, Professional qualities and skills of a transporting branch engineer, Professional training of specialists for transporting branch in Ukraine*, у шостому: *Transport and a country's economy, Railways as a kind of land transport, Outstanding personalities having influenced the railway development*, у сьомому: *Railway under competition becoming sharper, Public transportation, Passenger service on railways*, у восьмому: *At-grade public and city track transport, Urban Railway Systems, Heavy rails. Interurban, Regional and Commuter rails*, у дев'ятому: *Types of rail transit systems, Underground railways in the world, Ukraine's underground railways*).

Самостійне опрацювання навчального матеріалу, перш за все, передбачає роботу студентів із вивчення, повторення чи узагальнення теоретичних питань,

пов'язаних із граматико-стилістичними та лексико-термінологічними особливостями наукового та загально технічного дискурсів.

Завдання для самостійного опрацювання містять сім вправ, які спрямовують студентів на повторення навчального матеріалу, вивченого на практичних заняттях, на закріплення лексико-семантичних і граматико-структурних особливостей англійської мови; концентрують зусилля студентів на активізації і розвитку самоосвітньої компетенції; повторенні особливостей утворення різних видів питальних речень, використання дієслівних прийменникових компонентів, сполучників; вивченні відмінностей у вживанні (значення, місце в реченні) прикметників і похідних від них прислівників, комплексному подоланні найпоширеніших помилок, яких припускаються українськомовні студенти в англійській мові.

Крім цього формується здатність студентів до аналізу структури англійського простого речення та складного речення і добору максимально адекватного (як за змістом і структурою, так і за формами граматичного оформлення) українського відповідника.

Усі завдання виконуються студентами самостійно, а останнє перевіряється ними за поданими у методичній розробці ключами. Підрахувавши кількість правильних відповідей, кожен студент може визначити власний рівень навчальних досягнень і, в разі необхідності, спрямувати свої зусилля на усунення теоретичних «прогалин» чи брак практичних умінь і навичок.

Таким чином, на думку укладача методичної розробки, студенти безвідривної форми навчання мають можливість активніше опанувати програмний матеріал навчальної дисципліни «Англійська мова поглибленого вивчення».

Семестр 5
Завдання до практичного заняття 1

to decide-to determine-to make up one's mind

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 82-83]. Consult the dictionary and learn all possible word combinations with the given words
2. Revise "Grammar basis for translation. General notions about The Verb in English" [2, P. 182-188], [8, P. 282-295]. Revise "The Tenses" and the ways of their translating into Ukrainian [6, P. 11-54]

3. Put the parts of the sentences taken from real conversations together and translate them

- | | |
|--|---|
| 1. Dad is always teasing me | a. a party in one of the houses. |
| 2. He's always arguing | b. about my clothes. |
| 3. He's always giving people | c. and chest problems. |
| 4. Her best friend is always dropping in | d. her family. |
| 5. That old bitch is always | e. new products. |
| 6. Jamie is always having colds | f. making up stories about people. |
| 7. My wife's always buying | g. or fighting. |
| 8. She's always criticising | h. she wishes she was prettier. |
| 9. She's always saying | i. small presents. |
| 10. Someone is always giving | j. to criticise the way she lives her life. |

4. Write sentences describing people who often do the following things

- | | |
|---------------------|-----------------------------|
| worry about nothing | complain about their health |
| talk nonsense | quarrel |
| lose their temper | borrow money |
| lose things | buy new clothes |
| change their job | fall in love |

5. Put the verb in brackets either in present simple or present continuous tense

1. What's the matter? Why (*cry*) the dispatcher?
2. The chief engineer seldom (*come*) so early.
3. Hurry up! Our train (*start*) in five minutes.
4. They (*not get on*) very well. They (*quarrel*) always.
5. We (*read*) many articles in the original. Now we (*read*) an *International Railway Journal* article.
6. Don't disturb her, she (*work*) at the train schedule.
7. Can you (*see*) well what (*happen*) at the station?
8. Where (*be*) the shunters? They (*shunt*) the train.
9. What (*do*) you now? I (*make*) a new time-table.
10. Mr. Johnson (*come*) tomorrow to deliver some lectures to our students.

6. Find and correct the mistake (there is one mistake in each sentence)

1. I want to have my photo take.
2. My friend told me that he would go for the seaside soon.
3. When summer comes we shall going to the country.
4. If the teacher will explain to him the new rules, he will understand everything.
5. She promised that she will learn the dialogue by heart.
6. Instead of writing a letter to his friend he is listening at the music.
7. When the teacher entered the room he saw that the pupils discussed some news.
8. A lot of wonderful films was seen by my classmates last year.
9. This film can be seeing for months.
10. Have you seen this wonderful performance last Sunday?
11. One of his teeth are in a terrible condition.
12. I have been learning English from 1990.
13. If they come to the cinema in time they would meet each other.
14. They saw me to work hard at my English.
15. Everybody know that he is one of the best pupils at our secondary school.

7. Matching the translation properly

1. Усім відомо, що англійські автобуси червоного кольору.
 - A. Everybody knew the English buses were red.
 - B. Everybody knows the English buses are red.
 - C. Everyone will know the English buses are red.
 - D. Everyone will know the English buses have been red.

2. Корпуси перших вагонів були дерев'яними.
 - A. The bodies of first cars were made of wood.
 - B. The body of the first cars was made of wood.
 - C. The bodies of the first cars are made of wood.
 - D. The bodies of the last cars were made of wood.
3. Перші залізниці, що використовували парову тягу, були побудовані в Англії.
 - A. One of the railways to use steam engine was constructed in England.
 - B. At first railways using steam engine appeared in England.
 - C. First railways to use steam engine were constructed in England.
 - D. The first railways to use steam engine were constructed in England.

4. Програму підтримали наші фахівці.
 - A. The programs were supported by our specialists.
 - B. The program is supported by our specialists.
 - C. The program was supported by many specialists.
 - D. The program was supported by our specialists.

5. Доповідь вислухали з особливою увагою.
 - A. The report was listened to with particular attention.
 - B. The report will be listened to with particular attention.
 - C. The report is listened to with particular attention.

D. The reports were listened to with particular attention.

6. Маленький паровоз рухався залізною колією по колу.

A. The little steam locomotive ran on an iron track.

B. The huge locomotive ran on an iron track.

C. The little steam locomotive ran on a circular iron track.

D. The nice locomotive ran on a circular iron track.

7. Машина швидко рухалася уздовж вулиці з голосним ревінням.

A. The engine moves fast along the street with loud roaring.

B. The engine ran fast along the street with loud roaring.

C. The engines ran quickly along the street with loud roaring.

D. The engine ran slowly along the street with loud roaring.

8. Після того локомотив впав у річку та зник.

A. Before that the locomotive fell into the river and disappeared.

B. After this the locomotive fell into the river and disappeared.

C. At that moment the locomotive fell into the river and disappeared.

D. After that the locomotive fell into the river and disappeared in the water.

9. Люди знають небагато про перші залізниці.

A. People don't know much about the first railways.

B. People didn't know much about the first railways.

C. People won't know much about the first railways.

D. People haven't known much about the first railways.

10. Вам слід знати значно більше про перші залізниці.

A. You must know much more about the first railways.

B. You should know much more of the first railways.

C. You should know more of the first railways.

D. You ought to know much more of the railways.

Key: 1-b ,2- a, 3-d, 4- d, 5- a, 6- c, 7-b, 8- b, 9- a, 10-b

Завдання до практичного заняття 2

to offer-to suggest / to ponder-to consider-to think over

1. Find out the meaning of the given above words. Study what is common and different in their meaning and usage [7, P. 48-50], [7, P. 90]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise "The Modal verbs" [2, P. 194-200] and study the peculiarities of their usage / the ways of translating [4, P. 99-114]

3. Fill in the gaps of the sentences below with the proper preposition

1. They got married ___ 12 March. 2. Most of the guests had left ___ that time.

3. Did you come here ___ plane? 4. Tom usually leaves work ___ five o'clock.

5. I've lived here ___ six years. 6. Have you ever been ___ London? 7. I've been studying English ___ I was five. 8. We were doing it ___ pleasure. 9. Ann is going away ___ a week in September. 10. We met ___ 1986. 11. Mr. Pavlov is busy ___ the

moment. 12. We give each other presents ___ Christmas. 13. Julia is studying ___ a university. 14. Where are you ___? 15. In most countries people drive ___ the right.

4. Insert *already, ever, yet, just, since or for* into the appropriate sentences

1. I've known him ___ a long time. 2. We've been on holiday ___ two weeks. 3. She has ___ explained the situation to me. 4. She hasn't been to work ___ July. 5. She's been ill ___ a fortnight. 6. They have been divorced ___ last year. 7. The post hasn't come ___. 8. My grandmother has been a pensioner ___ five years. 9. He has been away ___ a month. 10. He hasn't invited me to the party ___. 11. Have you ___ been to South Africa? 12. Have you finished writing your essay? – I haven't finished it ___. 13. Shall I pay the waiter? – No, I've ___ paid the bill. 14. Have you ___ spoken to a famous person? 15. Ann, lay the table. I've ___ cooked dinner.

5. Complete the following passage by putting the verbs into past tense

After the Second World War, Akio Morita, the co-founder of Sony, joined forces with a friend, Masaru Ibuka. Both men (*know*) a great deal about telecommunications, so they (*set*) up a small engineering company, Tokyo Tsushin Kogyo. They (*find*) a small broken-down building to use as a laboratory in Tokyo. There (*be*) so many holes in the roof that when it (*rain*), they (*have*) to continue working under umbrellas. Their first task (*be*) to decide what to make. They (*not want*) to make radios because of the competition from much larger companies. Instead, they (*decide*) to create an entirely new product, a tape recorder. They (*succeed*) in making a machine, but unfortunately they (*not have*) any tape, and they (*not know*) how to produce it. So they (*start*) to experiment, and (*try*) using a number of different materials. Finally, they (*make*) a breakthrough. They (*cut*) up strips of paper to make a reel, and (*paint*) them with a magnetic material that they (*heat*) on a frying pan in their small room. It (*work*), and they gradually (*improve*) the process. In 1950, (*begin*) trying to sell their revolutionary machine. And the rest is history!

6. Find and correct the mistake (there is one mistake in each sentence)

1. He is going to have his tooth fill.
2. My brothers is fond of painting.
3. The doctor recommended me to go for the seaside.
4. We went on our holidays to Kyiv next winter.
5. Before running to the bridge she first looked to the right and then to a left.
6. Instead of cleaning her room she is dancing at her friend.
7. When my son grows up he will becoming an engineer.
8. If this student will come in time he will hear the report.
9. He said that he will help us at once.
10. They had breakfast when I knocked at the door.

7. Matching the translation properly

1. Перші залізничі використовували коней, щоб приводити поїзди в дію.
A. The first railways used horses for drawing trains.
B. The fast railways used horses for drawing trains.

- C. The last railways used horses for drawing trains.
- D. The first railways were used by horses.

2. Про більшість винаходів раніше навіть не думали.

- A. Many inventions were not heard of before.
- B. Many inventions were not seen before.
- C. Many inventors were not thought of before.
- D. Many inventions were not thought of before.

3. Телефон та телеграф – це засоби зв'язку.

- A. The telephone and the telegraph were the means of communication.
- B. The telephone and the telegraph are the means of communication.
- C. The telephone and the telegraph are the means of construction.
- D. The telephone and the telegraph are the means of conversation.

4. Люди могли наздогнати локомотив Тревітіка, бо той рухався дуже повільно.

- A. People could catch Trevithick's locomotive because it was not moving.
- B. People can catch Trevithick's locomotive because it is very slow.
- C. People could catch Trevithick's locomotive because it was very slow.
- D. People couldn't catch Trevithick's locomotive because it was very fast.

5. Багато людей вважали паровози непридатними для російського клімату.

- A. Many people thought steam locomotives were comfortable for the Russian climate.
- B. Many people thought steam locomotives would not be suitable for the Russian climate.
- C. Many people thought steam locomotives were not suitable for the Russian climate.
- D. Many people think steam locomotives were not suitable for the Russian climate.

6. Ще більші швидкості пробігу будуть досягнуті на залізниці.

- A. Greater speeds of running will be achieved on railways.
- B. The greatest speeds of running will be achieved on railways.
- C. Greater speeds of running would be achieved on railways.
- D. Greater speeds of running won't be achieved on railways.

7. Багато розробок було впроваджено на залізниці, щоб зробити її ефективною.

- A. Many developments were being introduced on railways to make them efficient.
- B. Many developments were introduced on railways to make them efficient.
- C. Many developments were introduced on railways to make them more efficient.
- D. Many developments were introduced by railways to make it efficient.

8. Ідея використання парових двигунів для руху потягів цікавила багатьох винахідників

- A. The idea of using steam engine to draw train is interesting for many inventors.
- B. The idea of using steam engine to draw train interested many inventors.

- C. The idea of using steam engines interested many inventors.
 D. The idea of using steam engines to draw trains interested many inventors.

9. Після своєї короткої подорожі локомотив упав у воду та зник.

- A. After its short journey the locomotive fell down into the water and disappeared.
 B. After its short journey on land the locomotive fell down into the water and disappeared.
 C. After their short journeys the locomotives fell down into the water and disappeared.
 D. After its short journey on land the locomotive fell down and disappeared.

10. Локомотив був маленьким та легким, і винахідник назвав його Хлопчик-Мізинчик.

- A. The locomotive was small and light and the inventor called it the Tom Thumb.
 B. The locomotive is so small and light that the inventor calls it the Tom Thumb.
 C. The locomotive was small and light and the inventors called it the Tom Thumb.
 D. The locomotive was so big and heavy that the inventor called it the Hercules.

Key: 1-a, 2- d, 3- d, 4 –c, 5- c, 6- a, 7- d, 8- d, 9-a, 10- a

Завдання до практичного заняття 3

to note-to notice-to pay attention / to end-to finish-to complete-to be over

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 6-7], [7, P. 11-12]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise “Will / Going to” [1, P. 24-63] and study the peculiarities of their usage / the ways of translating

3. Here are some of the plans of various members of a family. Put the sentences together using to be going to.

Jane / study music in Vienna. She / try to become a professional pianist. But first, she / spend a year learning German. This summer, Jane / start her own business.

Max / do Maths and science for his final exams. Then he / train as a pilot. Max / spend the summer learning to fly.

Jennifer’s eight, and she doesn’t know what she / do. One day she says she / be a dancer. And the next she says she / stay with her aunt in America.

Their parents / spend two weeks walking in Scotland. Then they / decorate the house.

4. Put the verb in brackets either in future simple or using to be going to

1. I’ve just enrolled at the local technical college. I (*attend*) pottery classes next winter.

2. How do I get from here to London Bridge? – I don’t know, but I (*ask*) that policeman.

3. Why are you carrying a corkscrew? – I (*open*) a bottle of wine.

4. Why's he putting the camera on a tripod? – He (*take*) a group photo.
5. My brother has just returned from America. – Oh good, we (*ask*) him to our next party.
6. Why have you set your alarm to go off at five-thirty? – Because I (*get*) up then. I've got a lot to do.
7. I'm turning this cupboard into a darkroom. I (*develop*) my own films.
8. You look frozen. Sit down by the fire and I (*make*) you a cup of tea.
9. They've brought a rope and they (*tow*) the car to a garage.
10. I haven't bought any cigarettes because I (*give*) up smoking.

5. Find and correct the mistake (there is one mistake in each sentence)

1. In the future the railways will be changing greatly.
2. It speed of 170 kph was developed by modern locomotives.
3. Did railways used to carry people?
4. It was really the first steam locomotives in America.
5. These locomotive now is demonstrated in a museum.
6. We shall had more comfortable cars in the future.
7. Did Trevithick constructed a practical locomotive?
8. The history of steam traction begin very early.
9. The new method at painting cars proved successful.
10. The designers themself didn't expect satisfactory result.

6. Translate the word combinations given below.

1. complex technical system. 2. to drive train. 3. foreign competition. 4. existing technology. 5. primary means. 6. occupant safety. 7. vehicle control system. 8. domestic in origin. 9. specific design function. 10. to improve the car body.

7. Matching the translation properly

1. Поїзди були введені в експлуатацію для транспортування вугілля, руди та деревини.
 - A. The trains will be put into operation for transporting coal, ore and timber.
 - B. The trams were put into operation for transporting coal, ore and timber.
 - C. The train was put into operation for transporting coal, ore and timber.
 - D. The trains were put into operation for transporting coal, ore and timber.
2. Джордж Стівенсон назвав свій локомотив „Ракета”.
 - A. George Stephenson called his locomotive the „Pocket”.
 - B. George Stephenson called his locomotive the „Rocket”.
 - C. George Stephenson called his locomotive the „Poker”.
 - D. George Stephenson called his locomotive the „Rocker”.
3. Сила, що використовується для руху поїздів, відома як тяглова сила або тяга.
 - A. The power used for drawing trains is known as electric power.
 - B. The power used for drawing trains is known as tractive power or traction.
 - C. The power used for drawing trains is called tractive power or traction.

D. The power used for drawing trains is named as tractive power or traction.

4. У нього було три колеса, а його котел нагрівався спиртівкою.

A. It has three wheels and its boiler is heated by a spirit lamp.

B. It had ten wheels and its boiler was heated by a spirit lamp.

C. It had three wheels and its boiler was heated by a spirit lamp.

D. It had three wheels and its boilers were heated by a spirit lamp.

5. Багато людей не сприйняли серйозно перші поїзди.

A. Many people did not take the first trains seriously.

B. Many people took the first trains seriously.

C. Many people will not take the first trains seriously.

D. Many people do not take the fast trains seriously.

6. Про досягнення української залізниці часто пишуть.

A. The achievements on the Uzbek railways are often written about.

B. The achievements on the Ukrainian railways are often written about.

C. The achievements on the Ukrainian railways are seldom written about.

D. The achievements on the Ukrainian railways are always written about.

7. На всі запитання було дано вичерпні відповіді.

A. All the questions were answered in details.

B. All the questions were answered with difficulties.

C. All the questions will be answered in details.

D. All the questions are answered in details.

8. На радіо-зв'язок впливає погода.

A. Radio communication isn't affected by the weather.

B. Radio communication is affected by the weather and landscape.

C. Radio communication is affected by the weather.

D. Radio communication is affected by the windy weather.

9. Перші локомотиви були повільні.

A. The early locomotive was slow.

B. The early steam locomotives were slow.

C. The early electric locomotives were slow.

D. The early locomotives were slow.

10. Перші залізниці з'явилися в Англії.

A. The first railways appeared in England.

B. The first railways appeared in Edinburgh.

C. The fast railways appeared in England.

D. The far-distance railways appeared in England.

Key: 1-d, 2- b,3- b,4- c, 5- a, 6-b, 7-a,8-c, 9-dd, 10-a

Семестр 6

Завдання до практичного заняття 1

*to cure / to treat / to heal / to look for / to seek / to search / to disprove / to refute /
to kill / to murder*

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 18-22].. Consult the dictionary and learn all possible word combinations with the given words
2. Revise “The Perfect Tenses” [2, P. 186-188], [6, 32-45] and study the peculiarities of its usage

3. Complete the sentences with the pronouns *some, any, no* in brackets

1. “What books shall I bring you?” “ ___ you like”. 2. Is there ___ other choice?
3. He can answer ___ question on the subject. 4. I can answer now only ___ questions on the subject. 5. ___ doctor will tell you that it is harmful to your health. 6. Can we have ___ milk? 7. Would you like me to give you ___ additional proof? 8. Is ___ additional proof necessary? 9. Why are ___ people so boring? 10. “Will you have ___ more tea?” “Thank you”. 11. Will you have ___ more tea? You have had only one cup. 12. Will you have ___ more tea, Charles? I think you have had more than is good for you. 13. “What material do you need?” “ ___ that is available”. 14. Shall I help you to ___ fruit. 15. Were there ___ objections?

4. Put the verb in brackets in present perfect

1. I’m going to send them a reminder. They ___ (*not pay*) us for their last order.
2. Anne ___ (*just / get*) back from lunch. Why don’t you call her now? 3. ___ (*you / write*) to them about that shipment, or do you want me to phone them? 4. We ___ (*spend*) a lot on modernizing the factory, and it is now very well equipped.
5. Unemployment is very high here because a lot of factories ___ (*shut*) down. 6. The lawyers ___ (*draw*) up the contracts, so we are now ready to go ahead with the deal.
7. I ___ (*not speak*) to the MD about your proposal, but I will soon. 8. ___ (*you / find*) a suitable replacement for Mr Chambers, or is the post still vacant?

5. Find and correct the mistake (there is one mistake in each sentence)

1. The introduction of electric traction were spoken of at he end of the century.
2. The invention of this engine will followed by the development of steam locos.
3. The beginning of our century was spoken as the Golden Age on travel.
4. The importance of railways for the economic development is written from.
5. The economy in the country is influenced by transport.
6. Will more comfortable cars been put into service?
7. Railway is a means’s of freight transportation.
8. Many inventions were not think of before.
9. Today people used electric and diesel traction on their railways.
10. The history’s of steam traction began very early.
11. The locomotive was looked on with great interest.
12. Today we travel for one place to another quite easily.

13. This experimental data can be relied upon.
14. High speeds was developed by modern trains.
15. The public could travel in a carriages for a shilling.

6. Find definitions to the given words.

1. System. 2. Origin. 3. Breakthrough. 4. Alloy. 5. Market.

A. Starting point. B. Major achievements. C. Mixture of metals. D. Place where people buy or sell goods. E. Group or parts working together.

7. Matching the translation properly

1. Чи будуть зручніші вагони, введені в експлуатацію?

- A. Will more comfortable planes be put into service?
- B. Were more comfortable cars put into service?
- C. Will more or less comfortable cars be put into service?
- D. Will more comfortable cars be put into service?

2. Залізниця – це засіб вантажних перевезень.

- A. Railway is a means of freight transportation.
- B. Railway is a means of transportation.
- C. Railway has always been a means of freight transportation.
- D. Railway is the most important means of freight transportation.

3. Про впровадження електричної тяги на залізниці говорили ще в XIX сторіччі.

- A. The introduction of steam traction on railways was spoken of in the XIX century.
- B. The introduction of electric traction on railways was spoken of in the XX century.
- C. The introduction of electric traction on railways was spoken of in the XIX century.
- D. The introduction of diesel traction on railways was spoken of in the XIX century.

4. Розвиток паровозів відбувався за винаходом парового двигуна.

- A. The invention of steam engine was followed by the development of steam locomotives.
- B. The invention of steam engine was followed by the diesel locomotives.
- C. The invention of diesel engine was followed by the development of locomotives.
- D. The invention of diesel engine was followed by the development of electric locomotives.

5. Історія парової тяги почалася дуже давно.

- A. The history of steam traction begins very early.
- B. The history of steam traction began just recently.
- C. The history of steam traction began very early.
- D. The history of diesel traction began very early.

6. На локомотиви дивилися з великим інтересом.

- A. The locomotives were looked at with great interest.
- B. The locomotive was looked at with great interest.
- C. The locomotive was looked after with great interest.

- D. The locomotive was looked for with great interest.
7. Про початок нашого сторіччя говорили як про Золотий Вік подорожі.
- The beginning of last century was spoken as the Golden Age of travel.
 - The beginning of our century was spoken as the Golden Age of travel.
 - The end of our century was spoken as the Golden Age of travel.
 - The beginning of our century was spoken as the Silver Age of travel.
8. Про більшість винаходів раніше навіть не думали.
- Many inventions were not heard of before.
 - Many inventions were not seen before.
 - Many inventors were not thought of before.
 - Many inventions were not thought of before.
9. Сьогодні ми подорожуємо з місця на місце зовсім легко.
- Today travelling from one place to another is quite easy.
 - Today you travel from one place to another quite easily.
 - Today we travel to different places quite easily.
 - Today we travel from one place to another quite easily.
10. На залізницях сьогодні люди використовують електричну та дизельну тягу.
- Today people use electric and diesel traction on their railways.
 - Today people use steam and diesel traction on their railways.
 - Today people use electric and diesel traction on the railways.
 - Today people use neither electric nor diesel traction on their railways.
- Key: 1-d, 2-a, 3-c, 4- a, 5- c, 6- a, 7-b, 8-d, 9-d, 10-c*

Завдання до практичного заняття 2

to mend / to repair / to go / to walk / to step / to come

- Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 23-28]. Consult the dictionary and learn all possible word combinations with the given words
- Revise “The Verbal Noun” [2, P. 226], “The Numerals” [2, P. 227-230] and study the peculiarities of their usage

3. Rewrite the sentences using present perfect and past simple

- The train is coming. (just; an hour ago)
- The bell is ringing. (just; some minutes ago)
- He is going to London in a few days. (already; last week)
- Who is your friend speaking to? (yesterday; just)
- We are writing the words of Lesson 7. (already; at the last lesson)
- Students are cleaning their classrooms. (already; last Saturday)
- The teacher is explaining a new rule. (just; at the previous lesson)
- Ann is doing the flat. (just; on Friday)

9. They are discussing this problem again. (many times; a few days ago)
10. The birds are flying to the South. (already; at the end of August)

4. Put the verb in brackets in present perfect or past simple tense

1. I can't go out because I (*not finish*) my work.
2. I never (*drink*) whisky.
3. I (*write*) the letter but I can't find a stamp.
4. "The clock is slow." – "It isn't slow, it (*stop*)."
5. Here are your shoes; I just (*clean*) them.
6. I (*leave*) home at 8.00 and (*get*) here at twelve.
7. I (*do*) this sort of work when I (*be*) an apprentice.
8. He just (*go*) out.
9. He (*go*) out ten minutes ago.
10. "You (*have*) breakfast yet?" – "Yes, I (*have*) it at 8.00."
11. I (*meet*) him last June.
12. You (*see*) the moon last night?
13. The concert (*begin*) at 2.30 and (*last*) for two hours. Everyone (*enjoy*) it very much.
14. The play just (*begin*). You are a little late.
15. "The newspaper (*come*)?" – "Yes, Ann is reading it."

5. Find and correct the mistake (there is one mistake in each sentence)

1. Steam railroads used the power of steam for draw trains.
2. The engine ran fast along the street from loud roaring.
3. People doesn't know much about the first railways.
4. The new method of painted cars proved successful.
5. One of a first railways to use steam engine was constructed in England.
6. The little eight-ton steam locomotive ran on a circular iron's track.
7. After it first journey on land the locomotive fell into the river and disappeared.
8. The peoples saw a fire-breathing monster running along the street.
9. The importance of railways from the economy is much written about.
10. You should know many more of the first railways.
11. Everybody know the English buses are red.
12. "The Rocket" could draw a small trains of loaded cars.
13. Expressed trains are known as "fast trains".
14. The conference will be attending by railway experts.
15. The body of first cars were made of wood.

6. Match a question and an answer

1.	When did they pull down the old houses in our street?	a.	I shall.
2.	When did you see Ann?	b.	For two years.
3.	When did you finish your work?	c.	Jack's
4.	When were these letters received?	d.	Yes, I am.
5.	Whose book is this?	e.	For 3 months.
6.	Will you be able to do it?	f.	Last year.
7.	For how long have you known this student?	g.	No, he didn't.
8.	How long hasn't she had a holiday?	h.	Three days ago.
9.	Are you invited to the meeting of the English Club?	i.	Last month.
10.	Did he know how to drive a car?	j.	Yesterday.

7. Matching the translation properly

1. Уряд приділяє велику увагу залізниці, оскільки вона є найважливішим транспортним засобом в нашій країні.

A. The government pays great attention to the railways since they are the most important means of transport in our country.

B. The government will pay great attention to the railways since they are the most important means of transport in our country.

C. The government pays great attention to the railways because they are the most important means of transport in our country.

D. The governor pays great attention to the railways since they are the most important means of transport in our country.

2. Завдяки алюмінію вага сучасних вагонів значно зменшена.

A. Thanks to aluminium the weight of modern car has been greatly decreased.

B. Thanks to aluminium the weight of modern cars has been greatly increased.

C. Thanks to aluminium the weight of modern cars has been decreased.

D. Thanks to aluminium the weight of modern cars has been decreased.

3. Будівництво комерційної залізниці було розпочато в 1869.

A. The construction of the commercial railway was initiated in 1689.

B. The reconstruction of the commercial railway was initiated in 1869.

C. The construction of new commercial railway was initiated in 1869.

D. The construction of the commercial railway was initiated in 1869.

4. Великий бак, встановлений під вагоном, повинен був наповнюватися водою.

A. A large tank installed above the car had to be filled with water.

B. A large tank installed under the car had to be filled with water.

C. A larger tank installed under the car had to be filled with water.

D. The largest tank installed under the car had to be filled with water.

5. Конструктори очікували, що швидкості в 300-500 м/год будуть досягнуті.

A. The designer expected speeds of 300-500 mph would be achieved.

B. The designers expected speed of 300 mph would be achieved.

C. The designers expected speeds of 300-500 mph would be achieved.

D. The designers expected speeds of 500 mph would never be achieved.

6. Монорейки підвісного типу перспективні у великих містах, оскільки потребують мало місця.

A. The supported-type monorails are promising in big cities since they need little space.

B. The suspended-type monorails are promising in big cities since they need little space.

C. The suspended-type monorails are promising in small cities since they need space.

D. The suspended-type monorails are promising in big cities since they need no space.

7. З того часу велика увага приділялася розвитку потужніших локомотивів.
A. Since then attention has been paid to the development of more powerful locomotives.
B. Since then much attention has been paid to the development of powerful locomotives.
C. Since then much attention has been paid to the development of more powerful locomotives.
D. Since then much attention has been paid to the development of more powerful trains.

8. Багато років минуло з часу впровадження дизельної тяги на залізницях.
A. Many years have passed since the introduction of diesel traction on railways.
B. Many years have passed since the introduction of diesel traction.
C. Many years have passed since the introduction of diesels on railways.
D. Many years have passed since the invention of diesel traction.

9. Подальший розвиток дизельних локомотивів стимулювався швидким зростанням обсягу перевезень.

A. Development of the diesel locomotives was stimulated by a rapid growth of the volume of traffic.

B. Further development of the locomotives was stimulated by a rapid growth of the volume of traffic.

C. Further development of the diesel locomotives was stimulated by a rapid growth of the volume of traffic.

D. Further development of the diesel locomotives was stimulated by the volume of traffic.

10. Перший паровоз цього типу був розроблений Натаніелем Гру.

A. The fast steam locomotive of this type was designed by Nathaniel Grew.

B. The first steam locomotive of this type designed by Nathaniel Grew.

C. The first stream locomotive of this type was designed by Nathaniel Grew.

D. The first steam locomotives of these types were designed by Nathaniel Grew.

Key: 1- c, 2- a, 3- d, 4- b, 5- c, 6- a, 7- c, 8- a, 9- c, 10- c

Завдання до практичного заняття 3

to look / to glance / to stare / to receive / to obtain / to get / to expect / to wait for / to look forward to

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 29-32; 35-36]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise “The Conditional Sentences” [2, P. 239-241] , [8, P. 318-319] and study the peculiarities of their usage. Revise “The Conjunction” and the ways of its translating [2, P. 238]

3. Rewrite the sentences using proper verb form

Dear Eileen,

Hope things are OK with you. The doctor (*come*) yesterday. He (*not like*) my cough. I (*lie*) in bed looking at the ceiling since Tuesday, and I can tell you. I'm fed up with it. I (*never be*) ill like this before – don't know what's happening to me.

Alice (*get*) married last week. So now all Mary's kids (*leave*) home. Lucy Watson (*move*) to Doncaster. Since Fred (*die*) she (*be*) all alone. It (*be*) a heart attack, apparently. I'm sorry she (*go*) - we (*be*) neighbours (*since / for*) over thirty years, and she (*always be*) friendly and ready to help out. Amy (*leave*). My cleaning lady, you remember? I'm glad. She (*not lie*) much use, and I (*not trust*) her since she (*lireak*) all those plates and (*say*) it (*be*) the cat. There (*not be*) much change in the village. Some new people (*take*) over the shop. They seem quite nice. Write when you have time.

Love Emma.

4. Put the verb in brackets in present perfect or past simple tense

1. I (*play*) a lot of tennis this year. 2. Since my brother lost his job he (*write*) two books. 3. I'm not cooking today - I (*cook*) all the meals yesterday. In fact, I (*cook*) most of the meals this week. 4. Would you believe I (*make*) twenty-three phone calls today? 5. "The newspaper (*come*)?" – "Yes, Ann is reading it." 6. The actors (*arrive*) yesterday and (*start*) rehearsals early this morning. 7. It (*be*) very cold this year. I wonder when it is going to get warmer. 8. Cervantes (*write*) *Don Quixote*. 9. We (*miss*) the bus. Now we'll have to walk. 10. He (*break*) his leg in a skiing accident last year. 11. Shakespeare (*write*) poems as well as plays. 12. She (*have*) six different jobs since she left school. 13. He (*run*) away from school three times when he was fourteen. 14. How many cups of coffee (*you drink*) today? 15. In those days Andrew (*come*) to stay with us most weekends.

5. Find and correct the mistake (there is one mistake in each sentence)

1. People thought steam locomotives were not suitablest.
2. The locomotive was small, the inventor called him the Tom Thumb.
3. The telephone and a telegraph are the means of communication.
4. The first railways used horses to drawing trains.
5. People cold catch Trevithick's locomotive because it was very slow.
6. The idea of using steam to draw trains interesting inventors.
7. This country's was the first to introduce steam traction.
8. The horse ran fast with a passengers looking happy.
9. With that time many changes have taken place on railways.
10. Horses had used on the first railways for drawing trains.
11. But one days the rail broke and the train overturned.
12. After its short journey in land the locomotive fell down into the water.
13. Express trains are known as "first trains".
14. Railways would used to carry passengers and freight.
15. Its is made at the locomotive-building works.

6. Fill in the blanks with suitable words.

project, cracks, width, penetrate, objected, civil, mentioned, estimated, actually, local, further, piles, layer, so far, outstanding, to prevent, fall, doubt

1. ... in the structure may lead to its collapse. 2. A big engineering ... was suggested by a group of designers. 3. He to their remark. 4. The road needs widening as its ... is not enough for the modern traffic. 5. No sound could ... the thick walls of the building. 6. The people of the village could easily get to town by a ... train. 7. During the war all population was evacuated from the city. 8. They had to remove thick ... of sand before they started the construction. 9. When ... the new project proved to be cheaper and was adopted. 10. The fact that the existing roads were not properly maintained has been also ... during the discussion. 11. ... this valuable information has not been received. 12. ... much more efforts were required in order to finish the work. 13. He never makes people wait, no ... he'll be in time in spite of all the difficulties. 14. The ... of the apple helped Newton to discover the theory of gravitation. 15. What is the most discovery of the 20th century? 16. In early times people learned to drive wooden ... into the bed of the river. 17. We must observe traffic rules ... road accidents. 18. To continue the work we must obtain ... information.

7. Matching the translation properly

1. Багато хто критикував цей проект і вважав його неефективним.

- A. Men criticized the project and thought it non-efficient.
- B. None criticized the project and thought it non-efficient.
- C. Many criticized the project, but thought it efficient.
- D. Many criticized the project and thought it non-efficient.

2. Тертя повітря та енергетичні втрати на льодовій залізниці мали бути малими.

- A. The friction and power losses on the ice railway were to be small.
- B. The air friction and power losses on the ice railway were to be small.
- C. The air friction and power losses on this railway were to be small.
- D. The air friction and power losses on the ice railway are to be small.

3. Конструктор запропонував, щоб колія була прокладена в пластиковій галереї.

- A. The designers proposed to enclose the track in a plastic gallery.
- B. The designer proposes to enclose the track in a plastic gallery.
- C. The designer proposed to enclose the track in a plastic gallery.
- D. The designer proposed to enclose the track in a gallery.

4. Фахівці вважали, що підвісні монорейки знайдуть широке застосування.

- A. Some specialists consider the suspended monorails will find a wide application.
- B. Some specialists considered the suspended monorails would find a wide application.
- C. Specialists considered the suspended monorails would find a wide application.
- D. Some specialists considered the supported monorails would find a wide application.

5. Яка мета незвичайних проектів залізниць?
- A. What is the aim of the projects for unusual railways?
 - B. What is the aim of the project for unusual railway?
 - C. What is the aim of these projects for unusual railways?
 - D. What is the project for unusual railways like?
6. Як можна забезпечити рух потягів у трубі?
- A. How can the movement of trains be provided in a tube?
 - B. How is the movement of trains provided in a tube?
 - C. How can the trains move in a tube?
 - D. How is the train moving in a tube?
7. Конструктор хотів знати, чи зможе навантажений потяг досягти швидкості 160 км/год.
- A. The designers wanted to know if the loaded train would be able to attain 160 kph speed.
 - B. The designer wanted to know if the loaded train would be able to attain 60 kph speed.
 - C. The designer wanted to know if the train would be able to attain 160 kph speed.
 - D. The designer wanted to know if the loaded train would be able to attain 160 kph speed.
8. Він сказав, що його точка зору зовсім відрізняється від точки зору його колег.
- A. He says his point of view is quite different from that of his colleagues.
 - B. He said his point of view was different from that of his colleagues.
 - C. He said his point of view was rather different from that of his colleagues.
 - D. He said his point of view was quite different from that of his colleagues.
9. Щоб виграти в змаганнях із новою формою транспорту, залізниці повинні були розробляти нові види поїздів.
- A. To win the new form of transport the railroads had to develop new kinds of trains.
 - B. To win the competition of new form of transport the railroads had to develop new kinds of trains.
 - C. To win the competition of new transport the railroads had to develop new kinds of trains.
 - D. To win the competition of new form of transport the railroads has to develop new kinds of trains.
10. Транспортна система, що була продемонстрована, привернула увагу більшості відвідувачів виставки.
- A. The transport system attracted the attention of most visitors at the exhibition.
 - B. The transportation system demonstrated attracted the attention of visitors at the exhibition.
 - C. The transportation system demonstrated attracted the attention of most visitors at the exhibition.

D. The transportation system was demonstrated and attracted the attention of most visitors at the exhibition.

Key: 1-d, 2- b, 3- c, 4- b, 5- a, 6- a, 7- d, 8- d, 9- b, 10-c

Семестр 7

Завдання до практичного заняття 1

to open / to discover / to reveal / to put off / to postpone / to delay / to offend / to hurt / to insult / to stutter / to stammer

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 35-36; 37-39; 114]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise “The Object” [1, P. 110-112] and study the peculiarities of its usage

3. Say how long something has been happening

1. They are building a new tube station. They started it in June. They ... since June.

2. It is snowing. It began snowing two hours ago. It ... for two hours. 3. Sam is studying German. He started studying it two years ago. He ... for two years. 4. My friend is working at his report. He began working at it in the morning. He... since morning.

5. My sister is knitting a new sweater. She started knitting it a month ago. She ... for a month. 6. You are taking music lessons. You began taking music lessons six months ago. You ... for six months. 7. Mary is looking for a job. She began looking for it in December. She ... since December. 8. George smokes much. He started smoking ten years ago. He ... for ten years.

4. Put the verb in brackets in proper tense form

1. Reports are coming in that a train (*crash*) near Birmingham. According to eyewitnesses, it (*hit*) a concrete block which somebody (*put*) on the line. 2. Halfway to the office Paul (*turn*) round and (*go*) back home, because he (*forget*) to turn the gas off. 3. I (*do*) housework all day today. I (*clean*) every room in the house. 4. I (*lie*) in bed thinking about getting up when the doorbell (*ring*).

5. It wasn't surprising that she (*start*) getting toothache. She (*not go*) to the dentist for two years. 6. I (*play*) a lot of bridge recently. 7. When I (*get*) home everybody (*watch*) TV. 8. We (*not see*) your mother for ages. 9. How long (*you learn*) English? 10. London (*change*) a lot since we first (*come*) to live here. 11. “How many times (*you see*) this film?” – “This is the first time I (*see*) it.” 12. “Who's that?” – “I (*never see*) him before in my life.” 13. I hear Joe (*get*) married last summer. 14. I (*often wonder*) where she (*get*) her money. 15. (*You read*) Pam Marshall's latest book?

5. Find and correct the mistake (there is one mistake in each sentence)

1. In the future the locomotives will be run buy computers.

2. The program was supported by ours specialists.

3. The trains were put into operation for transport such products as coal, ore.

4. The report was listened to with particularly attention.

5. People could catches Trevithick locomotive.

6. The first railways appeared in the England.
7. All the question were answered in details.
8. Such inventions was not thought of before.
9. Much high speeds are developed by modern trains.
10. Many people didn't not take the first trains seriously.
11. The first railways used horses to drawing trains.
12. George Stephenson called her locomotive "The Rocket".
13. One of the first attempt to use the steam engine was made in 1808.
14. "The Rocket" could draw a small train in loaded cars.
15. The achievements on the Ukraine railways are often written about.

6. Find the word in each row, the opposite in meaning to the first word of the series.

1. **complicated** a) expensive, b) simple, c) similar, d) numerous
2. **shortage** a) current, b) delay, c) distance, d) plenty
3. **to remain** a) to lend, b) to leave, c) to measure, d) to stretch
4. **to destroy** a) to drag, b) to pave, c) to restore, d) to step
5. **huge** a) small, b) strong, c) free, d) hard
6. **shallow** a) wide, b) possible, c) important, d) deep
7. **to connect** a) to charge, b) to collapse, c) to introduce, d) to part
8. **gradually** a) also, b) at once, c) chiefly, d) rather
9. **repair** a) pay, b) remark, c) surface, d) damage
10. **the same** a) due, b) total, c) different, d) essential
11. **wide** a) powerful, b) narrow, c) dry, d) necessary
12. **strength** a) combustion, b) device, c) weakness, d) force

7. Matching the translation properly

1. Інженер не згадав у доповіді, чи буде можливим отримати економію від електрифікації лінії.
 - A. The engineer doesn't mention in his report if it would be possible to get savings from the electrification of the line.
 - B. The engineer did not mention in his report if it was possible to get savings from the electrification of the line.
 - C. The engineer did not mention in his report if it would be possible to get savings from the electrification of the line.
 - D. The engineers did not mention in their report if it would be possible to get savings from the electrification of the line.

2. Можна очікувати, що вантажні потяги будуть приводитися у дію силою електрики.
 - A. You may expect freight trains will be hauled by the power of electricity.
 - B. One may expect freight trains will be hauled by the power of electricity.
 - C. One may expect freight trains won't be hauled by the power of electricity.
 - D. One may expect freight trains will be hauled by the power of steam.

3. Після випробування інженер зробив доповідь про досягнуті результати.
- A. After the test the engineers made a report about the attained results.
 - B. After the test the engineer made a report about the attained results.
 - C. After the test the engineer makes a report about the attained results.
 - D. After the test the engineer will make a report about the attained results.
4. Системи метро слід будувати у великих містах.
- A. Metro systems ought to be built in all the large cities.
 - B. Such metro systems ought to be built in large cities.
 - C. Metro systems ought to have been built in large cities.
 - D. Metro systems ought to be built in large cities.
5. Цей досвід слід застосовувати на інших залізницях.
- A. These experiences should be applied to other railways.
 - B. This experience should have been applied to other railways.
 - C. This experience should be applied to other railways.
 - D. This experiment should be applied to other railways.
6. Багато фахівців проводять дослідження в галузі залізничного транспорту.
- A. Many specialists are carrying out research work in the field of rail transport.
 - B. Many specialists are carrying out research work in the field of road transport.
 - C. Many specialists are carrying out research work in the field of air transport.
 - D. Many specialists are carrying out research work in the field of water transport.
7. Експерименти показали, що потяг може рухатися безпечно.
- A. The experiment showed that the train could move safely.
 - B. The experiments show that the train could move safely.
 - C. The experiments showed that the train could move safely.
 - D. The experiments show that the train can move safely.
8. Комп'ютери широко використовуються у промисловості та дослідженнях.
- A. Computers are widely used in industry.
 - B. Computers are widely used in industry and agriculture.
 - C. Computers are widely used in industry and research.
 - D. Computers were widely used in industry and research.
9. При використанні машини полегшують важку людську працю.
- A. If used, machines don't facilitate hard man's labour.
 - B. If used, machine facilitates hard man's labour.
 - C. If used, machines will facilitate hard man's labour.
 - D. If used, machines facilitate hard man's labour.
10. Новий двигун встановлено на локомотиві.
- A. New engines have been installed in the locomotive.
 - B. A new engine has been installed in the locomotive.
 - C. A new engine has been installed in all the locomotives.

D. The same new engine has been installed in the locomotive.

Key: 1-c, 2-b, 3-b, 4-d, 5-c, 6-a, 7-c, 8-c, 9-d, 10-b

Завдання до практичного заняття 2

to protect-to defend / to lend-to borrow / to appreciate-to value / mistake-error-slip

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 40-45], [9, P. 5-37]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise “The Adverbial Modifier” [1, P. 122-156] and study the peculiarities of their usage / the ways of translating

3. Make up a complex sentence combining two simple sentences

1. The children did their lessons. They went to bed. 2. He kissed her tenderly and wished good luck. The train started. 3. He rose to fame. He wrote the novel “Pickwick Papers”. 4. The sun rose. The party made for the top of the mountain. 5. She learned the poem by heart. She listened to the record many times. 6. He spent a few years in Europe. He settled down in his native town. 7. He was a widower for a year. He met Mrs. Jones. 8. She fell ill. They moved to London. 9. We packed our things. The taxi arrived. 10. The bell rang. The children ran out of the classroom. 11. She wrote a very good article. She studied the problem thoroughly. 12. We couldn't give him the job. He hadn't had enough experience.

4. Put the verb in brackets in proper tense form

1. They (*just discover*) a new fuel – it's half the price of petrol, and much cleaner. 2. (*You hear*) the storm last night? 3. My sister (*be*) married three times. 4. While she (*talk*) on the phone the children (*start*) lighting and (*break*) a window. 5. He used to talk to us for hours about all the interesting things he (*do*) in his life. 6. You know she (*stand*) looking at that picture for the last twenty minutes. 7. The old cross (*stand*) on top of the hill as long as anybody can remember. 8. I (*spend*) a lot of time travelling since I (*get*) this new job. 9. When I (*be*) at school we all (*study*) Latin. 10. After he (*finish*) breakfast he (*sit*) down to write some letters. 11. When I (*meet*) him he (*work*) as a waiter for a year or so. 12. I (*never learn*) to ski. 13. (*you finish*) with the bathroom yet? 14. We (*live*) in Scotland until I (*be*) eighteen. 15. She (*have*) a hard life, but she's always smiling.

5. Find and correct the mistake (there is one mistake in each sentence)

1. The report was listened to with particularly attention.
2. An importance of railways for the economic development is much written about.
3. Did railways used to carry people?
4. The importance of railways for the economic development is much spoken from.
5. The economy in the country is influenced by transport.
6. Will more comfortable cars been put into service?
7. Railway is a means's of freight transportation.
8. Railways would used to carry passengers and freight.
9. In the future the locomotives will be run buy computers.

10. In the future the railways will be changing greatly.
11. The achievements on the Ukraine railways are often written about.
12. Much high speeds are developed by modern trains.
13. The problem of transportation must be approached from different aspects.
14. High speeds was developed by modern trains.
15. Railways play a very important parts in the transportation of freight.

6. Find the word in each row, the translation of which is given at the beginning of the series.

1. **товари** a) vehicle, b) stages, c) substance, d) goods
2. **означати, мати на увазі** a) to drag, b) to mean, c) to pay, d) to justify
3. **вантажівка** a) driver, b) coal, c) lorry, d) railway
4. **екипаж, автобус** a) safety, b) coach, c) tube, d) traffic
5. **той самий** a) in turn, b) backward, c) the same, d) total
6. **колесо** a) wind, b) weight, c) light, d) wheel
7. **внутрішній** a) general, b) current, c) internal, d) excellent
8. **двигун** a) engine, b) lorry, c) source, d) force
9. **через** a) without, b) within, c) because of, d) directly
10. **згоряння** a) direction, b) combustion, c) collapse, d) admission
11. **вимірювати** a) to measure, b) to settle, c) to vary, d) to repair
12. **грунт** a) step, b) strength, c) piece, d) soil
13. **заряджати** a) to introduce, b) to collapse, c) to charge, d) to hand
14. **якщо не** a) also, b) although, c) no matter, d) unless
15. **поверхня** a) delay, b) surface, c) top, d) wood

7. Matching the translation properly

1. Магістральна лінія – це лінія, яка здійснює великий обсяг перевезень.
 - A. The main-line track is the track that carried a large volume of traffic.
 - B. The main-line track is the track that carries a large volume of traffic.
 - C. The main-line track was the track that carried a large volume of traffic.
 - D. The main-line track is the track that carries the largest volume of traffic.
2. Самі конструктори не очікували задовільних результатів.
 - A. The designers themselves do not expect satisfactory results.
 - B. The designers themselves will not expect satisfactory results.
 - C. The designers themselves did not expect satisfactory results.
 - D. The designers themselves are not expecting satisfactory results.
3. Паровий двигун зробив залізницю найважливішим транспортним засобом.
 - A. Steam engine made the railway the most important means of transport.
 - B. Steam engine makes the railway the most important means of transport.
 - C. Steam engine made the railway the important means of transport.
 - D. Steam engine made the railway one of the important means of transport.
4. Саме баласт підтримує залізничну колію.
 - A. The ballast supports the track structure.
 - B. The ballast is supporting the track structure.
 - C. It was the ballast that supported the track structure.

- D. It is the ballast that supports the track structure.
5. Поєднання рейок, баласту та шпал відоме як залізнична колія.
- A. The combination of rails, ballast and ties is known as the railroad track.
- B. The combination of rails and ties is known as the railroad track.
- C. The combination of rails, ballast and ties is known as the railroad.
- D. The combination of rails, ballast and ties is the railroad track.
6. Залізничну колію ще називають «верхня будова колії».
- A. The railroad track is also called the permanent track.
- B. The railroad track is also called the permanent way.
- C. The railroad is also called the permanent way.
- D. The railroad track also calls the permanent way.
7. Місце на колії, де зустрічаються кінці рейок, називають стик.
- A. The place where the ends of the rails meet in the track is a joint.
- B. The place where the ends of the rails meet in the track is called a joint.
- C. The place where the ends of the rails meet in the railroad track is called a joint.
- D. The place where the rails meet in the track is called a railway joint.
8. Ті стрілки буде оновлено.
- A. These switches will be renewed.
- B. Those switches were renewed.
- C. Those switches will be renewed.
- D. These switches were renewed.
9. Шпали кладуть на баласт, що є основою залізничної колії.
- A. The ties are laid on ballast which is the foundation of the railway track.
- B. The ties are laid on ballast which is the element of the railway track.
- C. The ties are laid on ballast which is the part of the railway track.
- D. The ties are laid on ballast which is the first foundation of the railway track.
10. Рейки спираються на шпали.
- A. The rail rests on ties.
- B. The rails rested on ties.
- C. The rail rests on the tie.
- D. The rails rest on ties.

Key: 1-b, 2-c, 3-a, 4-d, 5-a, 6-b, 7-b, 8-c, 9-a, 10-d

Завдання до практичного заняття 3

*to explain-to interpret-to account (for) / to recall-to recollect-to remember /
to hamper-to hinder-to prevent / to help-to aid-to assist*

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 46-52, 62, 80-81] Consult the dictionary and learn all possible word combinations with the given words
2. Revise “The Prepositions” [2, P. 237], [6, P. 176-178], “The Multi-functional words” [2, P. 231-235], and study the peculiarities of their usage
3. Revise “The Passive Voice” and study the ways of translating Passive verbs forms into Ukrainian [2, P. 188-193], [8, P. 288-290]

4. Give the corresponding passive constructions; translate them into Ukrainian

1. The chief engineer has just signed the papers.
2. They may change the day of the meeting.
3. She announced to me that she was leaving shortly.
4. When will you post the letters?
5. I shall give him the data to calculate.
6. Somebody had switched off the air conditioning.
7. You must do it very slowly.
8. Can we make the time-table in pencil?
9. Why did they build the depot so close to the railway?
10. They will do nothing till they have reached a decision.

5. Match the parts of the sentences to complete them

1. The trains were put into operation for transporting such ___
2. Stephenson called his ___
3. The power used for drawing trains is ___
4. The first railways appeared in ___
5. Many people did not take ___ at first.
6. The achievements on the Ukrainian railways ___
7. Radio communication is ___
8. We usually think of railways ___
9. The introduction of electric traction on railways was spoken of ___
10. One of the first attempts to use the steam engine ___

A. affected by the weather. B. products as coal, ore, timber. C. as a means of travel. D. England. E. locomotive the „Rocket”. F. was made in 1808. G. at the end of the XIX century. H. are often written about. I. known as traction. J. the trains seriously.

6. Fill in the blanks with suitable within the meaning of the words.

engine, wind, delayed, distance, charged, soil, the same, to collapse, leads, wide, mean, vehicle, weight, sources, general, handed, connected, introduced

1. He did not ... anything when he said it.
2. This news comes from different ...
3. Nothing could grow in this poor dry ...
4. The steam ... was invented in the 18th century.
5. The ... plan of the development of the city was considered at a special meeting.
6. The jeep is a small light ... with great freedom of movement especially for military use.
7. The method of construction is not ... now as it was some years ago. It is quite different.
8. A cold ... was blowing from the north-west.
9. The weight of a heavy tank caused the bridge.
10. The train was ... two hours by snow storms.
11. The paper was ... over to the director.
12. He says that the road... the forest.
13. The bridge ... the two banks of the river.
14. The lorry was ... to the full.
15. He is big and strong, he is twice my ...
16. She is an educated person and her interests are rather ...
17. A new method has been ... at their factory this month.
18. The ... from here to the park is ten kilometres.

7. Matching the translation properly

1. Робота була особливо важкою через нестачу питної води.
A. The work was especially difficult because of lack of drinking water.
B. The work was especial and difficult because of lack of drinking water.
C. The work was very difficult because of lack of drinking water.

- D. The work was especially difficult because of lack of water.
2. Баласт підтримує конструкцію колії та утримує колію на місці.
- A. Ballast supports the track structure holding the track in position.
- B. Ballast holds the track in position supporting the track structure.
- C. Ballast supports the track structure in position.
- D. Ballast supports the track structure and holds the track in position.
3. Її треба очистити від дерев, кущів і вирівняти спеціальними машинами.
- A. It must be cleared from trees, bushes and graded by special machines.
- B. It must be cleared from trees, bushes and special machines.
- C. It must be graded by special machines from trees and bushes.
- D. It can be cleared from trees, bushes and graded by special machines.
4. Майже всі рейки спрацьовуються спершу на кінцях.
- A. Nearly all the rails don't wear out first at the ends.
- B. Nearly all the rails wear out at the ends.
- C. Nearly all the rails wear out at the ends at last.
- D. Nearly all the rails wear out first at the ends.
5. Залізниця будується на смужці землі, яка називається смуга відведення.
- A. The railway built on a strip of land is called the right-of-way.
- B. The railway is built on a strip of land which is called the right-of-way.
- C. The railway was built on a strip of land which was called the right-of-way.
- D. The railway is built on a strip of land which is called the right-of-strip.
6. Баласт забезпечує необхідний дренаж.
- A. Ballast provided needed drainage.
- B. Ballast will provide needed drainage.
- C. Ballast provides needed drainage.
- D. Ballast provides all the needed drainage.
7. Найкращими матеріалами для баласту є бите каміння і гравій.
- A. Better materials for ballast are crushed rock and gravel.
- B. The best materials for ballast are crushed rock and gravel.
- C. The best material for ballast is crushed rock.
- D. The best material for ballast is crushed rock or gravel.
8. Земля не може підтримувати залізничну колію.
- A. The earth can support the track structure.
- B. The earth cannot support the track structure.
- C. The earth could support the track structure.
- D. The earth has to support the track structure.
9. Рейковий стик завжди був найслабшою частиною колії.
- A. The rail joints have always been the weakest parts of the track.
- B. The rail joint has always been the weakest part of the track.
- C. The rail joints are the weakest parts of the track.
- D. The rails and the joints have always been the weakest parts of the track.
10. Деякі залізниці мають дві та більше колій.
- A. The same railways have two or more tracks.
- B. All the railways have two or more tracks.
- C. Some railways have two or more tracks.

D. Some railways will have two or more tracks.

Key: 1-a, 2-d, 3-a, 4-d, 5-b, 6-c, 7-b, 8-b, 9-b, 10-c

Семестр 8

Завдання до практичного заняття 1

to choose-to pick-to elect / to refuse-to reject-to turn down-to deny / to stand up-to get up-to rise

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 53-59]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise “The Adjectives” [1, P. 163-166], [6, P. 145-148] and study the peculiarities of their usage

3. Revise “The Reported Speech and Sequence of Tenses” and study the ways of translating verbs forms into Ukrainian [2, P. 242]

4. Give the corresponding passive constructions; translate them into Ukrainian

1. The professor was examining the student when she came.
2. You must write an application and they will give you a form to fill.
3. Did she ask you any questions about your experience as a shunting master?
4. She told him not to smoke in the compartment.
5. Have you given the dispatchers their schedules?
6. What measures will they take?
7. He has never referred to that incident again.
8. Very soon diesel and electric locomotives replaced steam-engines.
9. The company had shipped the cargo to the town before the agent arrived.
10. The lecturer showed the students some recently devised apparatus.

5. Find and correct the mistake (there is one mistake in each sentence)

1. Ballast providing needed drainage.
2. The rail joint have always been the weakest part of the track.
3. Nearly all the rails wears out first at the ends.
4. Some railways have two or much tracks.
5. An earth cannot support the track structure.
6. In order to making ties last longer they were treated with creosote.
7. The railway is built on a strip of land which are called the right-of-way.
8. Ballast support the track structure and holds the track in position.
9. The largest and the heaviest rails is laid in the main-lines tracks.
10. After the right-of-way is clear and graded the permanent way is constructed.

6. Match the parts of the sentences to complete them

1. In the XIX century nobody believed __
2. This locomotive now is __
3. The conference will be attended __
4. A speed of 170 kph is developed by modern __
5. The importance of railways for the economic development of a country __
6. The problem of transportation must be __
7. They were told about the __
8. Are railways used to __
9. The history of steam __
10. Railways play a very important part __

A. carry people? B. in the transportation of freight. C. that steam locomotives were practical machines. D. is much written about. E. changes in the time-table. F. traction began very early. G. demonstrated in a museum. H. approached from different aspects. I. by railway experts from various countries. J. locomotives.

7. Matching the translation properly

Комп'ютери з'явилися на залізницях багатьох країн.

- A. Electronic computers have already appeared on railroads of main countries.
- B. Electronics and computers have already appeared on railroads of many countries.
- C. Electronic computers will have already appeared on railroads of many countries.
- D. Electronic computers have already appeared on railroads of many countries.

2. Згідно з проектом, залізницю побудують наступного року.

- A. According to the project the railway will be built next year.
- B. According to the project the railway won't be built next year.
- C. According to the project the railway was built last year.
- D. According to the project the railway will be built in a year.

3. Залізниця впровадила новий вантажний вагон для перевезення цементу.

- A. Railway introduced a new type of freight car for transporting cement.
- B. Railway has introduced a new freight car for transporting cement.
- C. Railway has been introducing a new type of freight car for transporting cement.
- D. Railway introduces a new type of freight car for transporting cement.

4. Часто залізниці доводиться будувати в важких умовах.

- A. Very often railways are built in hard conditions.
- B. Very often railways have to be built in hard conditions.
- C. Very seldom railways have to be built in hard conditions.
- D. Many railways have been built in hard conditions.

5. Луганський вагонобудівний завод щойно розробив новий пасажирський вагон.

- A. The Luhansk Building has just developed a new passenger car.
- B. The Luhansk Car Building Works developed a new passenger car.
- C. The Luhansk Car Building Works has just developed a passenger car.
- D. The Luhansk Car Building Works has just developed a new passenger car.

6. Метро побудовано в багатьох містах нашої країни.

- A. Underground railways have been built in many cities of our country.
- B. Underground railways have been built in all main cities of our country.
- C. Underground railways have been built in many cities of the world.
- D. Underground railways have never been built in many cities of our country.

7. Кожному слід знати історію транспорту своєї країни.

- A. Everybody knows the history of transport of his country.
- B. Everybody must know something about the history of transport of his country.
- C. Everybody should know the history of transport of his country.
- D. Everybody should know something about the history of his country.

8. Залізниця вплинула на розвиток кожної країни.

- A. The railroad is influenced by the development of each country.
- B. The railroad has influenced the development of other country.

- C. The railroad has never influenced the development of each country.
 D. The railroad has influenced the development of each country.
9. Залізниці використовують для перевезення вантажів і для подорожей.
 A. Railroads are used for transportation of freight and for travelling.
 B. Railroads are using for transportation of freight and for travelling.
 C. Railroads used for transportation of freight and for travelling.
 D. Railroads were used for transportation of freight and for travelling.
10. Шпали для швидкісних залізниць мають бути виготовлені з бетону.
 A. The sleepers for high-speed railways have been made of concrete.
 B. The sleepers for high-speed railways have to be made of concrete.
 C. The sleepers for high-speed railways are made of concrete.
 D. The sleepers for high-speed railways were made of concrete.

Key: 1-d, 2-a, 3-b, 4-b, 5-d, 6-a, 7-c, 8-d, 9-a, 10-b

Завдання до практичного заняття 2

to convince-to persuade / to worry-to bother-to trouble-to disturb / to believe-to trust

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 60-66]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise “The Modal Verbs with the Simple Infinitive” [1, P. 47-51], [2, P. 194-198] and study the peculiarities of their usage

3. Revise “The Reported Speech and Sequence of Tenses” [1, P. 28-30] and study the ways of translating verbs forms into Ukrainian [2, P. 246-247]

4. Give the corresponding passive constructions; translate them into Ukrainian

1. Some minutes ago the head of the shift gave us instructions.
2. Ukrainian scientists have made many wonderful discoveries.
3. These six months workers have been attending lectures on labour protection.
4. We will complete the schedule in a quarter of an hour.
5. The fire has destroyed the rest of the station.
6. The secretary will answer all the business letters in the afternoon.
7. You can't use the refrigerator car at the moment, our mechanic is fixing it.
8. Our director has sent the car-inspector on a special mission.
9. People from different countries visit Kyiv every year.
10. You can rely upon your guide's experience.

5. Find and correct the mistake (there is one mistake in each sentence)

1. With the development of industry railways to carry a greater volume of traffic.
2. The mechanism use to move trains from one track to another is called a switch.
3. The ties are laid on ballast which is the foundation of the railway track.
4. Scientists work to develop computers, more efficient than that we use today.
5. The combination of rails, ballast and tights is known as the railroad track.
6. All the Ukrainian Railways have the some gauge.
7. Why is the joints' elimination in great importance for railway?
8. The investigation carried out showed an increase in oils prices.

9. The rails rest under ties.
10. The railroad track is also calling the permanent way.

6. Match the parts of the sentences to complete them

1. The program was insisted on ___
2. One of the projects ___
3. These experimental data can ___
4. The invention of the steam engine was followed by the development ___
5. Many of them were afraid of the railways ___
6. The locomotive was looked ___
7. The beginning of the XX century was ___
8. Many inventions were ___
9. The economy of the country is ___
10. Stephenson was asked to build another railway, ___

A. of steam locomotives. B. spoken as the Golden Age of travel. C. be relied upon. D. influenced by transport. E. not thought of before. F. is objected to. G. by many specialists. H. when they first appeared. I. but now steam-powered. J. at with great interest.

7. Matching the translation properly

1. Незабаром усі важливі магістралі буде електрифіковано.
 - A. Soon all main-line tracks in our country will be electrified.
 - B. Soon all main-line tracks in the world will be electrified.
 - C. Soon all important main-line tracks were electrified.
 - D. Soon all important main-line tracks will be electrified.
2. Деякі країни мають залізниці з різною шириною колії.
 - A. All the countries have railways with different gauges.
 - B. Some countries have railways with different gauges.
 - C. The countries have railways with the same gauges.
 - D. Some countries had railways with different gauges.
3. Багато людей не вірили, що можливо зробити паровоз придатним до використання.
 - A. Many people didn't believe it was possible to make a steam locomotive suitable for service.
 - B. Many people don't believe that it is possible to make a steam locomotive suitable for service.
 - C. Many people won't believe it will be possible to make a steam locomotive suitable for service.
 - D. Many people did not believe that it was possible to make a steam locomotive.
4. Залізниці на кінській тязі існували недовго.
 - A. The horse-power railways do not last long.
 - B. The horse-power railways lasted long.
 - C. The horse-power railways didn't last long.
 - D. The hydro-power railways last long.
5. Залізниці використовувалися для перевезення вугілля до перевезення пасажирів.
 - A. Railways had been used for transporting coal before they were used to carry passengers.
 - B. The horse-power railways had been used for transporting coal passengers.

- C. The electric railways had been used for transporting coal and passengers.
 D. The railways had been used for transporting horses before they were used to carry passengers.
6. Сьогодні треба розробляти потужніші машини, щоб прискорити процес будівництва залізниць.
 A. More powerful machines have to be developed to speed up the process of building railroads.
 B. Today powerful machines have to be developed to speed up the process of building railroads.
 C. Today, more powerful machines have to be developed to speed up the process of building railroads.
 D. Today, more powerful machines have developed to speed up the process of building railroads.
7. Зменшення стиків робить можливими вищі швидкості.
 A. The reduction of the joints makes higher speeds possible.
 B. The reduction of the number of joints makes higher speeds possible.
 C. The reduction of the number of joints makes high speeds possible.
 D. The reduction of the joints makes higher speeds impossible.
8. Журнали друкують статті, що обговорюють проблеми безстикових колій.
 A. Magazines publish articles which discuss the problems of jointless track.
 B. Magazines published articles which discussed the problems of jointless track.
 C. Some magazines publish articles which discuss the problems of jointless track.
 D. Magazines published articles which discussed the problems of jointless track.
9. Швидкість нашого метро вища ніж та, що розвивають поїзди метро за кордоном.
 A. The speed of our metro is higher than that developed by the metro trains abroad.
 B. The speed of our trains is higher than that developed by the trains abroad.
 C. The speed of our metro is as high as that developed by the trains abroad.
 D. The higher the speed of our trains is, the higher speed develop trains abroad.
10. Бетонні шпали забезпечують більшу усталеність колії.
 A. Constructed sleepers provide greater stability of track.
 B. Concrete sleepers provide greater stability of track.
 C. Paper-made sleepers provide greater stability of track.
 D. Clay sleepers provide greater stability of track.

Key: 1-d, 2-b, 3-a, 4-c, 5-a, 6-c, 7-a, 8-a, 9-a, 10-b

Завдання до практичного заняття 3

*to avoid-to evade-to escape / to carry out-to execute-to fulfil-to perform /
 to change-to alter-to modify*

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [5, P. 70-72; 76-77]. Consult the dictionary and learn all possible word combinations with the given words
2. Revise “The Modal Verbs with the Continuous Infinitive” [1, P. 51-52], [2, P. 204] and study the peculiarities of their usage
3. Revise “The Modal Verbs with the Perfect Infinitive” [1, P. 52-58] and study the ways of translating verbs forms into Ukrainian [2, P. 205]

4. Give the corresponding passive constructions; translate them into Ukrainian

1. We didn't discuss the second draft resolution yesterday.
2. We are looking through all the advertisements very attentively.
3. The commander has charged him with a very responsible mission.
4. Our expedition will study peculiarities of the Welsh and Scottish languages.
5. They have taken the decision to introduce a new system for passenger service.
6. We usually discuss different urgent problems at the meetings.
7. They will grant me a leave in July if there is no urgent work to be done.
8. The manager offers me several jobs and I can't decide which to take.
9. Why didn't the speaker dwell longer upon this question?
10. People will talk much about the successful tests of the new train.

5. Find and correct the mistake (there is one mistake in each sentence)

1. That switches will be renewed.
2. Steams engine made the railway the most important means of transport.
3. The designers themself did not expect satisfactory results.
4. Scientists work hard to improve the machines which we used today.
5. Are a ties laid upon the earth?
6. I knew that the rails are made of steel.
7. It is the ballasts that supports the track structure.
8. The main-lining track is the track that carries a large volume of traffic.
9. The distances between the rails is known as the railway gauge.
10. The place were the ends of the rails meet in the track is called a joint.

6. Match the parts of the sentences to complete them

1. Everybody knows the English ___ 2. The bodies of cars ___ 3. You should know more ___ 4. The program was supported ___ 5. The report was listened to with ___ 6. Such invention was ___ 7. High speeds are ___ 8. This method of ___ 9. The railways are ___ 10. Our country was among the countries ___

A. developed by trains. B. by specialists. C. painting cars proved successful. D. buses are red. E. to introduce steam traction on railways. F. not thought of before. G. were made of wood. H. a means of travel. I. particular attention. J. about the first railways.

7. Matching the translation properly

1. Магістральна лінія – це лінія, яка здійснює великий обсяг перевезень.
- A. The main-line track is the track that carried a large volume of traffic.
 - B. The main-line track is the track that carries a large volume of traffic.
 - C. The main-line track was the track that carried a large volume of traffic.
 - D. The main-line track is the track that carries the largest volume of traffic.
2. Самі конструктори не очікували задовільних результатів.
- A. The designers themselves do not expect satisfactory results.
 - B. The designers themselves will not expect satisfactory results.
 - C. The designers themselves did not expect satisfactory results.

- D. The designers themselves are not expecting satisfactory results.
3. Паровий двигун зробив залізницю найважливішим транспортним засобом.
- A. Steam engine made the railway the most important means of transport.
 B. Steam engine makes the railway the most important means of transport.
 C. Steam engine made the railway the important means of transport.
 D. Steam engine made the railway one of the important means of transport.
4. Саме баласт підтримує залізничну колію.
- A. The ballast supports the track structure.
 B. The ballast is supporting the track structure.
 C. It was the ballast that supported the track structure.
 D. It is the ballast that supports the track structure.
5. Його виготовляють на локомотивобудівному заводі.
- A. It is made at the locomotive-building works.
 B. It isn't made at the locomotive-building works.
 C. They are made at the locomotive-building works.
 D. It was made at the locomotive-building works.
6. Багато змін відбудеться в майбутньому на залізниці.
- A. Many changes in the future will be made on the railways.
 B. Many changes in the past were made on the railways.
 C. Many changes in the future will be made in the world.
 D. Many changes in the future will be made in the transportation system.
7. За шилінг публіка могла проїхати в вагоні, що приводився в дію паровим двигуном.
- A. For a shilling the public could travel in carriage drawn by the diesel engine.
 B. For two shillings the public could travel in carriage drawn by the steam engine.
 C. For a shilling the public had to travel in carriage drawn by the steam engine.
 D. For a shilling the public could travel in carriage drawn by the steam engine.
8. Кінні залізниці проіснували недовго.
- A. The horse-railways lasted long.
 B. The horse-railways didn't last long.
 C. The horse-railways won't last long.
 D. The horse-railways couldn't last long.
9. Шпали завжди кладуть на баласт, що є основою залізничної колії.
- A. The ties are laid on ballast which is the foundation of the railway track.
 B. The ties are laid on ballast which is the element of the railway track.
 C. The ties are laid on ballast which is the part of the railway track.
 D. The ties are always laid on ballast which is the first foundation of the railway track.
10. У них були сумніви в можливості використання парового двигуна взимку.
- A. They have doubts about the possibility of using steam engines in winter.
 B. They had difficulties with using steam engines in winter.
 C. They had doubts about the possibility of using steam engines in winter.
 D. They had plans about the possibility of using steam engines in winter.

Key: 1-b, 2-c, 3-a, 4-d, 5-a, 6-a, 7-d, 8-b, 9-d, 10-c

Семестр 9

Завдання до практичного заняття 1

to say-to tell / to argue-to dispute-to bet

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 73-75; 78-79]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise “The Infinitive Forms” [1, P. 173-178] and study the peculiarities of their usage in English

3. Revise “The Infinitive and its Complexes” and study the ways of translating verbs forms into Ukrainian [2, P. 205-215], [6, P. 85-97]

4. Put the verb in brackets in proper form

1. If I saw him, I (*to tell*) him about your problems. 2. If you (*to help*) me, I shall finish my work very soon. 3. It's time you (*to finish*) your work. 4. I wished he (*to be*) here now. 5. I knew he (*to go*) to New York one of these days. 6. Mary said she (*to leave*) to London tomorrow. 7. I was sure you (*to come and see*) me next Sunday. 8. I wish I (*to speak*) English freely and easily. 9. I thought Anna (*to examine*) already by that time. 10. If I (*to know*) French, I would help you to translate this article.

5. Match the parts of the sentences to complete them

1. What is the difference between the regular ___ 2. The method proposed can ___
3. What jobs does ___ 4. New types of vehicles will handle the passenger ___ 5. The railways were quick ___ 6. Directing train movements by telegraph ___ 7. Using phones the track-men could ___ 8. The next year Bell produced ___ 9. The regular operation of train ___ 10. The device is ___ 11. The equipment tested ___ 12. What factors must be taken ___ 13. For many years a great number of engineers have ___ 14. Why can the drivers on modern locomotives decrease ___ 15. Being divided into divisions, the railway ___

A. dreamed of a train-to-station phone communication. B. to perform several functions. C. or avoid the danger of train collisions? D. by phone was introduced in 1887. E. proved reliable in operation. F. handled the traffic more efficiently. G. warn the train crews of snow slides. H. trains and the extra trains? I. to see the advantages of this invention. J. an improved phone. K. service on the high-speed lines in the future. L. came in practice in America. M. be relied upon. N. the operating business include? O. into account when making a time-table?

6. Put the words in the right order and make a statement or a question

1. the very first laser an easy thing was not to make
2. a suitable fluorescent material to find the main solution was
3. to be absorbed lets in the new material all the light
4. a pure intense beam of light the function to produce of a laser is or radiation
5. both are designed all the lasers and simple to carry out complex operations
6. the extra energy has in such a state the molecule to lose

7. the various specific mechanisms the new theory to be considered in order to develop had
8. a laser to drill may be a fast painless way
9. in the air lasers to measure used scientists the size of pollutants
10. all known materials can be focused a laser beam to vaporize

7. *Matching the translation properly*

1. Ці транспортні засоби мали приводитися в дію паром, бензином, або електричним струмом.
 - A. These vehicles were worked by steam, petrol, or electricity.
 - B. These vehicles were working by steam, petrol, or electricity.
 - C. These vehicles were to be worked by steam, petrol, or electricity.
 - D. These vehicles are to be worked by steam, petrol, or electricity.

2. Тільки нестача коштів зупинила той проект.
 - A. Only lack of funds stopped that project.
 - B. One lack of funds stopped that project.
 - C. Only lack of funds stopped those projects.
 - D. Only funds stopped that project.

3. Гіроскоп, який допомагає транспортному засобу підтримувати рівновагу, це пристрій, що базується на принципі обертання.
 - A. Gyroscope is a device based on the principle of rotation which helps a vehicle keep its balance.
 - B. Gyroscope is a device based on a principle of rotation which helped a vehicle keep its balance.
 - C. Gyroscope is devised on a principle of rotation which helps to keep a vehicle.
 - D. Gyroscope is a device passed by rotation which helps a vehicle keep its balance.

4. Цей метод підтримки рівноваги сьогодні нецікавий.
 - A. This method is keeping balance of little interest today.
 - B. This method of keeping balance is of little interest today.
 - C. These methods of keeping balance are of little interest today.
 - D. This method of kept balance is of little interest today.

5. Пасажири знаходяться під постійним страхом, що гіроскоп може припинити обертання.
 - A. The passengers are in constant joy that the gyroscope may stop rotating.
 - B. The passengers are in constant fear that the gyroscope may stop rotating.
 - C. The passengers aren't in constant fear that the gyroscope may stop rotating.
 - D. The passengers are in constant work for the gyroscope may stop rotating.

6. Другий спосіб підтримувати рівновагу – за допомогою напрямної рейки.
 - A. The second way of kept balance is by guide rail.

- B. The secondary way to keep balance is by guide rail.
 C. The second way to balancing is by guide rail.
 D. The second way to keep balance is by guide rail.
7. Тому типові монорейки, однак, не вистачало безпеки.
 A. That type of monorail lacked safety.
 B. That type of monorail, however, wasn't safe.
 C. That type of monorail, however, lacked safety.
 D. This type of monorail, however, lacked safety.
8. Перша група використовує гіроскоп.
 A. The first group uses a gyroscope.
 B. The first groups use a gyroscope.
 C. The first group used a gyroscope.
 D. The first two groups use a gyroscope.
9. Інші монорейки врівноважували вагони двома напрямними рейками.
 A. Other monorails balanced the cars by two guide rails.
 B. Another monorails balanced the cars by two guide rails.
 C. Other monorails balanced the cars by the guide rails.
 D. Other monorails were to balance the cars by two guide rails.
10. Цей локомотив тепер демонструється у музеї.
 A. These locomotives now are demonstrated in a museum.
 B. This locomotive now is demonstrated in a museum.
 C. This locomotive was demonstrated in a museum.
 D. This locomotive now is demonstrated as a monument.
 Key: 1-c, 2-b, 3-a, 4-b, 5-b, 6-d, 7-c, 8-a, 9-a, 10-b

Завдання до практичного заняття 2

to speak-to talk / to let-to allow-to permit / to forbid-to prohibit-to ban

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 88-89; 91-94; 98-99]. Consult the dictionary and learn all possible word combinations with the given words
2. Revise "The Participle Forms" [1, P. 128-134] and study the peculiarities of their usage in English
3. Revise "The Participle and its Complexes", "The Absolute Participle Construction" and study the ways of translating verbs forms into Ukrainian [1, P. 142-147]; [2, P. 216-221]
4. Revise "The Participle Forms" [1, P. 128-134] and study the peculiarities of their usage in English

5. Put the verb in brackets in proper form

1. I was sure you (*to come and see*) me next Sunday.
2. If the weather is fine next Sunday, they (*to go*) to the country.
3. I wish I (*to speak*) English freely and easily.

4. Mr. Fox promised that he (*to deliver*) his lecture in the nearest future. 5. They are talking as if they (*to know*) each other very well. 6. It's necessary that all the students (*to be present*) at the lecture. 7. If you (*to help*) me, I should finish my work very soon. 8. I insist that you (*to do*) this work by tomorrow. 9. If I (*to know*) French, I would help you to translate this article. 10. We demanded that they (*to be helped*) immediately.

6. Match the parts of the sentences to complete them

1. Railways number all passenger trains in order __ 2. Whether an electric or some other kind of traction will be used in __ 3. The number of the incoming __ 4. Thanks to the radio the car inspector can __ 5. Railroads make use of different __ 6. That telecommunication service has increased the efficiency of __ 7. The problem is whether the existing or quite new types of vehicles will __ 8. The trains run by the railways are divided into two __ 9. Comprising all spheres of railway operation telecommunication greatly __ 10. Being divided into divisions, the railway handled __ 11. Having encountered the difficulties in operating the industrial __ 12. Having been warned of the train collision the dispatcher immediately __ 13. The automatic train control being introduced on the railways will __ 14. Telecommunication being increasingly introduced on __ 15. Having been devised, the control devices __

A. the railways allows the trains to run according to schedule. B. the traffic more efficiently. C. simplified the train operation. D. forms of telecommunication. E. the future is difficult to foresee. F. sent a special train to the scene of the accident. G. to facilitate the problem of their operation. H. kinds: the passenger trains and the freight trains. I. train was announced over the radio. J. locomotive the engineer applied radio control. K. contributes to increased reliability of railway service. L. facilitate both the work of the driver and the dispatcher. M. handle the passenger service on the high-speed lines in the future. N. radio other inspectors in case of emergency. O. railway operation is of great significance for railways.

7. Matching the translation properly

1. Блок кондиціонування повітря підтримує потрібну температуру в транспортному засобі.

- A. An air-conditioning units maintain the required temperature in the vehicle.
- B. An air-conditioning unit maintains the required temperature in the vehicle.
- C. An air-conditioned unit maintains the temperature in the vehicle.
- D. An air-conditioning unit maintains the requiring temperature in the vehicle.

2. Щоб досягти високої швидкості, колію і тягу треба поліпшити; а це коштує грошей.

- A. To provide high speed track and motive power are to be improved; this costs money.
- B. To provide high speeds track and motive power are improved; this costs money.
- C. To provide high speeds tracks and motive powers are to be improved; this costs money.

D. To provide high speeds track and motive power are improved; this costs money.

3. Існують різні типи двигунів.

- A. There were different types of engines.
- B. There are different types of engines.
- C. There are differences in types of engines.
- D. There are differently typed engines.

4. Можна сказати, що впровадження подовжених рейок на бетонних шпалах значно покращило стабільність колії.

- A. May say that the welded rails on concrete sleepers greatly improved the track stability.
- B. May be said that the introduction of long-welded rails on concrete sleepers has greatly improved the stability of track.
- C. One may say that the introduction of long-welded rails on concrete sleepers has greatly improved the stability of track.
- D. One may say that the introduction of long-welded rails on concrete sleepers was greatly improving the stability of track.

5. Залізниця, що має одну рейку, називається монорейковою.

- A. The railways have one rail called a monorail.
- B. This railway having one rail is called a monorail.
- C. The railway having one rail is calling a monorail.
- D. The railway having one rail is called a monorail.

6. Багато вигод, що надаються метрополітеном, роблять його зручним для людей.

- A. Many comforts providing by the underground make it very convenient for people.
- B. Much comforts provided by the underground make it very convenient for people.
- C. Many comforts provided by the underground made it very convenient for people.
- D. Many comforts provided by our underground make it very convenient for people.

7. Перший проект монорейки був запропонований наприкінці XIX ст.

- A. The first project of a monorail was proposed at the end of the XIX -th century.
- B. The first projects of a monorail were proposed at the end of the XIX -th century.
- C. The first project of a monorails was proposed at the end of the XIX -th century.
- D. The first project of a monorail was proposed at the ending of the XIX -th century.

8. Найстаріша працююча монорейка була побудована в Німеччині у 1901 р. і ще досі експлуатується.

- A. The very old practical monorail was built in Germany in 1901 and is still in operation.

B. The oldest practical monorail was built in Germany in 1901 and is still operating.
C. The oldest practical monorail was built in Germany in 1901 and is still in operation.

D. The oldest practical monorail was built in Germany in 1901 and is still in exploitation.

9. Кожний розуміє, що проблема шуму охоплює велику кількість інших проблем.

A. Every understands that the problem of noise involves a great number of other problems.

B. Everybody understand that the problem of noise involves a great number of problems.

C. Everybody understands that the problem of noise involves a great number of other problems.

D. Everybody who understands the problem of noise involves a great number of other problems.

10. Існує декілька переваг, що роблять монорейку зручним засобом міського транспорту.

A. There are many advantages which make the monorails a convenient means of city transport.

B. There are some disadvantages which make the monorails a convenient means of city transport.

C. There are advantages who make the monorails a convenient means of city transport.

D. There are advantages which make the monorails a convenient means of transport.

Key: 1-b, 2-a, 3-b, 4-c, 5-d, 6-b, 7-a, 8-c, 9-c, 10-b

Завдання до практичного заняття 3

to make-to do / to receive-to accept / to reprove-to reproach-to scold-to tell off

1. Find out the meaning of the above given words. Study what is common and different in their meaning and usage [7, P. 95-97; 100-103]. Consult the dictionary and learn all possible word combinations with the given words

2. Revise "The Gerund Forms" [1, P. 140-142] and study the peculiarities of their usage in English

3. Revise "The Gerund and its Complexes" and study the ways of translating verbs forms into Ukrainian [2, P. 222-225], [8, P. 315-317]

4. Put in the verbs in brackets in the Gerund or the infinitive.

1) We decided (buy) new cars at the last meeting.

2) They've got some work (do).

3) Our product manager gave up (smoke) .

4) He'd like (drive) a high speed train.

5) I enjoy (write) picture postcards.

- 6) Do you know what (do) if there's a fire in the shop?
- 7) Avoid (make) silly mistakes.
- 8) My neighbor wanted me (be) in the bank at 11 o'clock.
- 9) I dream about (build) a big house.
- 10) I'm hoping (see) that building.

5. Put the verb in brackets in proper form

1. I thought Anna (*to examine*) already by that time.
2. The doctor asked me how I (*to feel*) in rainy weather.
3. I was afraid he (*to fail*) me at the forthcoming examination.
4. I insist that you (*to do*) this work by tomorrow.
5. Had I met Mr. Brown before, I never (*to make*) a mistake.
6. If we are busy tomorrow, we (*not to take*) part in the picnic.
7. I knew he (*to go*) to New York one of these days.
8. If I (*to be*) you, I wouldn't do that.
9. We (*to move*) to a new flat recently, and now we (*to be*) very happy.
10. They are talking as if they (*to know*) each other very well.

6. Match the parts of the sentences to complete them

1. What new vehicles can be ___
2. What was the purpose of applying numerous ___
3. How was the problem of railway ___
4. How is a railroad ___
5. Thanks to the radio the dispatchers can ___
6. What radio devices have found ___
7. What functions do radio ___
8. The dispatcher sent a special train to ___
9. How does the TV facilitate ___
10. Another very helpful ___
11. New types of vehicles will handle the passenger ___
12. The driver was afraid ___
13. Directing train movements by telegraph ___
14. The equipment tested ___
15. The device is to perform ___

A. the scene of the accident. B. used as public carriers? C. several functions. D. of train collisions. E. proved reliable in operation. F. devices perform on the railways. G. operation simplified? H. devices to the operation of railways? I. decrease the danger of train collisions. J. application on the railways? K. came in practice in America. L. the work of the car inspector? M. division operated? N. device is the loud speaker. O. service on the high-speed lines in the future.

7. Matching the translation properly

1. Як спочатку була прийнята публікою ідея монорейкового транспорту ?
 - A. How was the idea of a monorail taken by the public?
 - B. How were the ideas of a monorail first taken by the public?
 - C. How was the idea of a monorail first taken by the public?
 - D. How did the idea of a monorail first take by the public?
2. Які два типи монорейки існують?
 - A. What are two types of monorail transport?
 - B. What were the two types of monorail transport?
 - C. What are the types of monorail transport?
 - D. What are the two types of monorails transport?

3. Система не могла забезпечити плавність руху, тому що було важко контролювати стабільність вагона.

A. The system couldn't provide smoothness of running, as it was difficult to control the car's stability.

B. The system could provide smoothness of running and control the car's stability.

C. The systems were very noisy and couldn't provide smoothness of running and the car.

D. The system was very noisy and couldn't provide the car's stability.

4. Необхідно розуміти, що робота машиніста потребує великого досвіду.

A. You must understand that the work of the engine driver requires much experience.

B. One must understand that the work of the engine driver requires much experience.

C. One must understand that the work of the engineer requires much experience.

D. One must understand than the work of the engine driver required much experience.

5. Ми знаємо, що одним із недоліків перших паровозів була їхня низька ефективність.

A. We know one of the disadvantages of the early steam locomotives was their low efficiency.

B. We knew the disadvantages of the early steam locomotives was their low efficiency.

C. We know the disadvantages of the early steam locomotives were their low efficiency.

D. We know one of the disadvantages of steam locomotive was low efficiency.

6. По кожній колії обидва типи поїздів рухаються в одному й тому самому напрямку.

A. On track both type of trains move in the same direction.

B. On each track types of trains move in the same direction.

C. On each track both types of trains move in the same direction.

D. On every track both types of trains move in the same direction.

7. Інженери Луганського вагонобудівного заводу проектують електропоїзди для приміських ліній.

A. The engineer of the Luhansk Car Plant designs electric trains for suburban service.

B. The engineers of the Luhansk Car Building Plant designed train for suburban service.

C. The engineers of the Luhansk Plant design electric trains for suburban services.

D. The engineers of the Luhansk Car Building Plant design electric trains for suburban service.

8. Демонстрація маленького вагончика, що приводився в дію мініатюрним двигуном, мала шалений успіх.

A. The demonstration of a small car powered by a minimotor has a great success.

B. The demonstration of a small car powered by a minimotor had a great success.

C. The demonstration of a small car powered by a miniature motor was a great success.

D. The demonstration of a small car powering by a miniature motor was a great success.

9. Швидкість, з якою можна було вклатати одну рейку, робила її ідеальною для військового використання.

A. The speed at which a single rail could be made is ideal for military purposes.

B. The speed at which a single rail could be laid made it ideal for military purposes.

C. The speed at which single rails could be laid made it ideal for military purposes.

D. The speed at which a single rail is laid makes it ideal for military purposes.

10. Є багато пропозицій покращити роботу міського транспорту.

A. There are many proposals to improve the city transport operation.

B. There are many propositions to improve the city transport operation.

C. There are many proposals improving the city transport operation.

D. There are many proposals of improved city transport operation.

Key: 1-c, 2-d, 3-a, 4-b, 5-a, 6-c, 7-d, 8-c, 9-b

СПИСОК ЛІТЕРАТУРИ, РЕКОМЕНДОВАНОЇ ДЛЯ САМОСТІЙНОГО ВИВЧЕННЯ

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Методичні рекомендації щодо проведення практичних занять та самостійної роботи студентів. Для студентів 3, 4 та 5 курсу (2, 3 і 4 рік вивчення) безвідривної форми навчання спеціалізацій «Організація пасажирських перевезень на залізничному транспорті та метрополітені» та «Пасажирські перевезення».

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